

Notes/Reflections:

ATLANTA BALLET

Centre for Dance Education

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Teaching and Learning Across the Curriculum

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

GRADES K - 2 Curriculum Guide

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Patterns in Motion

Sequence • Patterns • Shapes • Same and Different • Word Families



Understand the structure of poetry through movement!

Move to learn! You and your students will have fun moving and dancing to create and understand sequence and patterns. Emphasizing multiple learning styles will allow students to explore concepts in the way they learn best.

Essential Questions:

What are different ways we can represent sequence and patterns? How can we use dance and rhyming to decode single-syllable words?

Process

- **WARM-UP: Name Game:** Have the group form a circle. Pick a person to go first and have them say their name while making a movement or gesture to accompany their name. The circle then collectively repeats the person's name and gesture. Continue with the next person stating their name and making a gesture. The circle repeats the new person's name and gesture. Then, starting with the person of origin, repeat all the names and gestures shared to that point. Continue until everyone in the circle is included.

PART I

- Show students visual examples (pictures of shapes or other) of a 2-part sequence (or more if appropriate) and ask them to identify the sequence (AB, ABA, ABBA, etc.).
- Create a key to correlate simple geometric shapes with movements. This key can be simple or complex depending on the level of your students. Instead of using given movements, one shape could represent head and the other, shoulders. Students would then create their own movement using their head and shoulders. You can use movements from the NAME GAME.
- Practice holding up shapes and have students do the movement while you hold up the shape (without any verbal cues). Perform a simple sequence and have the students identify it by shape and letter.

PART II

- Divide students into groups and give each group a card with a sequence. Students will create sequences; perform for classmates and have the audience identify the sequence without seeing the card. *Discuss audience etiquette before beginning performances.* After sharing dances, congratulate students on now being choreographers!
- Discuss the similarities and differences between groups' dances, especially if groups had the same sequence. Discuss the difference between a sequence and a pattern. *ABAB is a pattern, but ABBA is a sequence. How can ABBA become a pattern?*
- Provide poems or nursery rhymes with single-syllable words and invite students to identify the rhyme scheme.
- Identify sequence of word families: CAT FROG BAT LOG. Identify sequence as ABAB and create a movement sequence to match this sequence.
- Discuss how creating dances is like writing a story in that both must contain a beginning, middle, and end. This would mean that phrases would be more complex and include more than one movement per section.

Assessment

- Did the movement sequences match the sequence assigned to groups or the one they created?
- Could students identify the sequence when performed? Were performing groups' movements clear?
- Did the dance phrases include a beginning, middle and end in the dance extension activity?

Materials

- Audio recordings
- Audio sound source (e.g., CD player, iPod)
- Cogni-tiles (or make your own shapes using poster board/large paper and markers)
- Poems

Vocabulary

Sequence

A series of movements

Pattern

A repeating sequence

AB

A two-part sequence, the second part different from the first

ABA

Two contrasting themes followed by a repeat of the first

Rondo

A form where a sequence of contrasting themes occurs with a return to the first (ABACADA)

Choreographer

A person who creates dances

Classroom Tips

It is best to have an open space, so moving desks and tables is advised. Remind students about rules of movement. They are in control of their bodies and you want to see that; movement does not require talking.

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRL10: Actively engage in group reading activities with purpose and understanding.

ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

GRADE 1

ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE 2

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

MATHEMATICS

GRADE K

MCCK.G.2: Correctly name shapes regardless of their orientations or overall size.

MCCK.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

GRADE 1

MCC1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

GRADE 2

MCC2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Georgia Performance Standards

DANCE

GRADE K

DKFD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

DKFD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

GRADE 1

D1FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D1FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

GRADE 2

D2FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D2FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

National Standards

DANCE

Standard 1: Identifying and demonstrating movement elements and skills in performing dance

Standard 2: Understanding choreographic principles, processes and structures

Standard 4: Applying and demonstrating critical and creative thinking skills in dance

Standard 7: Making connections between dance and other disciplines