

Notes/Reflections:

Technology Extension

Performances of the final dance may be videotaped and combined in a Thinglink (<https://www.thinglink.com/>) with an image that matches the theme.

Other ideas for including in the Thinglink:

- Videos of the students while they were planning or preparing for the dance
- Scanned images of the drawings, if available, to show work of choreography
- Students can find or create samples of their pattern or sequence using available drawing software

ATLANTA BALLET

Centre for Dance Education

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Sequence • Locomotor/Nonlocomotor • Poetry •
Rhyme Scheme • Same and Different



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 Question:

What are different ways we can represent sequence and patterns?

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.
- Discuss the 2 primary types of movement: locomotor and nonlocomotor. Challenge students to identify the difference between the two terms (emphasize locomotor and what that sounds like). Identify different movements from the Name Game as locomotor or nonlocomotor.

PART I

- Divide into partners, or groups, and have each group select 4 Cogni-tiles. Using the tiles, have each group create a sequence. Have students create a movement sequence to match Cogni-tiles (groups may use movements from the Name Game to assist in this creation) and perform it for the class.
- Have audience members identify the sequence using shapes, words (locomotor and nonlocomotor), and letters (ABAB, ABBA, etc.).

PART II

- Give each group a poem. Challenge students to identify the rhyme sequence in the poem (AB, ABA, etc.). Using Cogni-tiles, have students create the same sequence (reinforcing for visual learners). Challenge students to create a movement sequence to match the Cogni-tiles. Once prepared, have groups perform multiple times. First, groups perform only the movement phrase, and the audience identifies the sequence. This may need to be repeated to help audience members. Second, groups recite the poem while performing the dance. This activity will aid verbal learners.
- Have audience members identify the sequence with shapes, words (locomotor and nonlocomotor) and letters (ABAB, ABBA, etc.). 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?

Extension

- Discuss how creating dance is like writing a story in that both must contain a beginning, middle, and end. This extension would mean that their phrases would be more complex.
- Groups use the sequences from the poems to elaborate on the movement phrasing. Each part (A, B, etc.) must have a minimum of 3 parts.
- Students write their own poem using the rhyme scheme of their dance phrase.

Assessment

- Movement sequences match the sequence assigned, or the one they Created.
- Students identify the sequence when performed. Performing groups' movements were clear.
- Instead of a group discussion, students could write the pattern as each group performs and submit for additional assessment.
- Design rubric to assess student choreography.

Materials

- audio recordings
- audio sound source (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.

Resources

Honey, I Love and Other Love Poems
Greenfield

Sing a Song of Popcorn
DeRegniers, Moore, White and Carr (Eds.)

Where the Sidewalk Ends
Shel Silverstein

Brown Honey and Broomwheat Tea
Thomas

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 3

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension

ELACC3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

GRADE 4

ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text

ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range

ELACC4RF3: Know and apply grade-level phonics and word analysis skills in decoding words

ELACC4RF4: Read with sufficient accuracy and fluency to support comprehension

ELACC4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

GRADE 5

ELACC5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently

ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension

ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

Georgia Performance Standards

DANCE

GRADE 3

D3FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D3CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

GRADE 4

D4FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D4CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

GRADE 5

D5FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D5CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge

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