

Reflections/Notes:

ATLANTA BALLET

Centre for Dance Education

Idea Contributed by Melissa Dittmar Joy

ArtsNow
Teaching and Learning Across the Curriculum

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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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Sequence Your Steps

Sequence • Order • Movement



Explore sequencing through movement!

Through creating movement sequences, students kinesthetically explore sequence and order.

Essential Question:

How can students use movement to acquire and use weekly vocabulary words?

Process

- Students participate in a simple warm-up incorporating sequencing concepts (examples: arms high, arms low, arms to the right and arms to the left).
- Students explore simple dance movements (examples: clap, jump, walk and turn).
- By incorporating these simple dance movements, demonstrate a movement sequence. Have students immediately follow and perform teacher led movement sequences.
- In groups, have students select 4 different movements and draw them in a sequence chart.
- Have students practice their created movement sequences.
- Have students perform for their classmates.
- Challenge audience members to correctly identify the movements in the created sequence using words to describe what they see.
- Using grade level vocabulary, have students work as a group to create movements that reflect the meaning of each word.
- Working in pairs, have students use words of choice to create a dance. They will perform it for others, who will identify the word sequence.
- Ask students to read the sentence and perform the movement where the vocabulary word would be inserted.

Extensions

- Based on this activity, students will understand that dance/movement is often based on 8 counts. Explore this further by having students select and assign a number of counts for each sequence section of their dance, so that their entire dance equals 8 counts.

Assessment

- Students' performed dances will match their drawn sequence.
- Students will correctly identify classmates' performed sequences.

Materials

- sound source (e.g., CD player)
- audio recordings
- paper and pencil

Vocabulary

Sequence

A series of movements

Pattern

A repeating sequence

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRI4: With prompting and support, ask and answer questions about unknown words in a text.

ELACCKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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

ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

GRADE 1

ELACC1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELACC1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

GRADE 2

ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

Georgia Performance Standards

ENGLISH/LANGUAGE ARTS

GRADE K

ELAKR5: The student acquires and uses grade-level words to communicate effectively.

ELAKW2: The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

ELAKLSV1: The student uses oral and visual skills to communicate.

GRADE 1

ELA1R5: The student acquires and uses grade-level words to communicate effectively.

ELA1W1: The student begins to understand the principles of writing.

ELA1W2: The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

ELA1LSV1: The student uses oral and visual strategies to communicate.

GRADE 2

ELA2W1: The student begins to demonstrate competency in the writing process.

ELA2W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

ELA2LSV1: The student uses oral and visual strategies to communicate.

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

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

GRADE 1

D1F.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D1F.2: Understands and models dance etiquette as a classroom participant, performer, and observer.

D1CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

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

D2CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

National Standards

DANCE

NA-D.K-4.1: Identifying and demonstrating movement elements and skills in performing dance

NA-D.K-4.2: Understanding choreographic principles, processes, and structures

NA-D.K-4.3: Understanding dance as a way to create and communicate meaning

NA-D.K-4.4: Applying and demonstrating critical and creative thinking skills in dance