

Reflections/Notes:

ATLANTA BALLET

Centre for Dance Education

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Form/Structure/Organization • Change • Matter



Use movement to explore states of matter!

Move to learn. You and your students will have fun moving and generating choreography to understand different states of matter. Emphasizing multiple learning styles will allow students to explore concepts in the way they learn most effectively.

Essential Question:

How can movement enhance comprehension of various states of matter?

Warm-up

The 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.

Process

PART I

1. Identify movements from the name game that were locomotor and non-locomotor.
2. Divide participants into smaller groups, assigning locomotor or non-locomotor movements to each group.
3. Create a movement phrase using 4 movements.
4. Perform for whole group.
5. Identify movement type (locomotor/non-locomotor) of each group and place on chart and/or graph.

PART II

1. Discuss the 3 states of matter (solid, liquid and gas).

Identify

The speed (tempo) of atoms in each state and how the atoms move (*movement quality, locomotor/non-locomotor and formations*) in each state.

2. Divide into groups and assign each group two different states of matter (solid, liquid or gas).
3. Create a movement phrase that will represent how atoms move in one state and then to the other state demonstrating understanding of both states of matter.
4. Perform for the group, having audience members observe and make notes about the performance.
5. After each group has performed, have audience members identify the group's state, offering rationale for their identification.
6. Chart and/or graph movement sequences.

Extensions

- Discuss how creating dances is like writing a story in that both contain a beginning, middle, and end. This means that their phrases would be more complex.
- Provide more guidelines for choreography (i.e., must be 2 minutes long, must have multiple level and spatial pattern changes, must select a particular dance style for choreography, etc.).
- Explore the 5 movement qualities of dance: sustained, swinging, suspended, vibratory, and percussive. Explore how these qualities aid in expression of mood/emotion of choreography.

Materials

- music/sound source (CD player)
- cogni-tiles (or make your own using poster board/large paper and markers)

Vocabulary

Locomotor Movement

Movement that moves through space

Non-Locomotor Movement

Movement that does not move through space

Segue

A series of movements

Pattern

A repeating sequence

Sustained

A quality of movement that is smooth and unaccented; there is no apparent start or stop, only a continuity of energy

Percussive

A quality of movement characterized by sharp starts and stops; staccato jabs of energy

Vibratory

A quality of movement characterized by rapidly repeated bursts of percussive movements; like a jitter

Swinging

A quality of movement established by a fall with gravity, a gain in momentum, a loss of momentum, and the repeated cycle of fall and recovery, like that of a pendulum

Suspended

A quality of movement that occurs in a moment of resistance to gravity, such as the instant in which a dancer hangs in space at the top of a leap

Tempo

The pace or speed of movement

Classroom Tips

You will need open space, so push desks/chairs to the side or borrow the gym or playground.

Assessment

- Have students write a critical essay about the various choreographic sequences
- Students must be able to identify the state of matter, when performed.
- Instead of a group discussion, students could write the pattern as each group performed and submit for additional assessment.
- Design rubric to assess student choreography.

Georgia Performance Standards

SCIENCE

GRADE 3

S3CS1: Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S3CS5: Students will communicate scientific ideas and activities clearly.

S3P1: Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.

GRADE 4

S4CS1: Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S4E3: Students will differentiate between the states of water and how they relate to the water cycle and weather.

GRADE 5

S5CS1: Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S5CS5: Students will communicate scientific ideas and activities clearly.

S5P2: Students will explain the difference between a physical change and a chemical change.

DANCE

GRADE 3

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

D3FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

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

D3CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge

GRADE 4

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

D4FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

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

D4CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge

GRADE 5

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

D5FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

D5CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

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

National Standards

SCIENCE

NS.K-4.2: As a result of the activities in grades K-4, all students should develop an understanding of:

- Properties of objects and materials
- NS.K-4.4:** As a result of their activities in grades K-4, all students should develop an understanding of:

- Properties of earth materials

DANCE

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

Standard 2: Understanding choreographic principles, processes, and structures

Standard 3: Understanding dance as a way to create and communicate meaning

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

Standard 7: Making connections between dance and other disciplines