Grade 1 Dance Lesson #1

Element of Energy
Force and Effort

Lesson-at-a-Glance

Warm Up

Show pictures of amusement park rides and playground apparatus. Generate a list of verbs to describe the movement using dance vocabulary (level, speed, energy, etc.).

Modeling

Discuss the words *force and energy.* Demonstrate *a normal walk for the class.* Modify the *quality* of the walk by adding a different kind of force/energy. Explore different movement qualities with opposing energies.

Guided Practice

Create a thematic dance about a *Leaf, Robot, and Volcano.* Identify and explore movement qualities for each.

Debrief

As a group, discuss which type of force/effort; movement quality, levels, speeds and shapes were used in each of the dances.

Extension

Ask students to explain how they feel when they move with a particular force/energy. Make science connections to action and reaction.

Materials

Pictures of Amusement Park and Playground Apparatus
CD Player and Music
Student Worksheet
Video Camera or digital camera

Assessment

Discussion, Performance, Q&A, Student Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words.
Reading Comprehension: 2.2 Respond to who, what, whe, where and how questions.
Writing Strategies: 1.2 Use descriptive words when writing.
Writing Applications: 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

DANCE – GRADE 1
THE ELEMENT OF ENERGY

Force and Effort
Lesson 1
(Done in conjunction with lesson 2)

CONTENT STANDARDS
1.1 Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).
2.2 Respond in movement to a wide variety of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

TOPICAL QUESTIONS
- What does force and effort mean and how does it relate to energy?
- How can I change the effort of a movement to create different qualities of movement?

OBJECTIVES & STUDENT OUTCOMES
- Students will explore and demonstrate qualities of movement: shake, vibrate, sharp, smooth, swing, twist, wiggle, and spin.
- Students will demonstrate controlling and balancing the body as they move in various energies while changing speed.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)
- **Feedback for Teacher**
  - Assessment Worksheet (included)
  - Student response to inquiry
  - Student performance
- **Feedback for Student**
  - Teacher feedback
  - Assessment Worksheet

WORDS TO KNOW
- **force/energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions.
- **qualities of movement:** The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing. Movement qualities are considered a part of the element of force/energy.

MATERIALS NEEDED
- Pictures of playground apparatus: a swing or swing set, teeter totter, merry go round, slide, ladder, rope pull, monkey bars, ferris wheel, rollercoaster, etc. (included)
- Pictures or actual objects: birds, balls, computer keyboard, trains, hula-hoops, trampolines
- CD Player
- CD's:
  - "Move Like a Machine"
  - "Sally the Swinging Snake"
  - "Get up and Go"

- Optional: Video Camera and Monitor

Note: Each activity in the Modeling and Guided Practice sections can be broken down into individual movement studies, each being about 20 minutes in length. Students will need prompting to increase their range of movement as they explore variations in body effort, energy and dynamics.

Music Note: Use one or two of the simpler songs in the modeling section for daily warm-up. Repeat or rotate songs throughout each lesson so that students will gain a strong understanding of movement dynamics and energy. You may use other musical selections familiar to the class to teach these concepts.

RESOURCES

- *Perceptual Motor Rhythm Games,* by Capon & Hallum; "Move Like a Machine*"*
- *Sally the Swinging Snake,* by Hap Palmer; "Sally the Swinging Snake*"*
- *We All Live Together, Vol. 5,* by Greg and Steve; "Get up and Go"

WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

- Show pictures of playground apparatus or amusement park rides: a swing, teeter totter, merry go round, slide, ladder, rope pull, monkey bars, roller coaster, ferris wheel, carousel, etc.
- As a class generate a list of verbs that describe how the apparatus or carnival ride moves:
    - A ladder *slides from a high to a low level, smooth energy*
    - A ferris wheel *spins* or *turns* slowly in large circles, *smooth* energy
    - A rollercoaster uses both *smooth* and *sharp* energies as it twists and turns quickly, up and down and side to side
    - A bounce house uses *bouncy* energy
    - Other words: swing, shake, twirl, roll, push, pull, reach, wiggle, etc.
- Select one verb from your list (*e.g. swing)* and have students warm up their body using that energy: *swing* the head, one arm, both arms, swing one leg forward and back, side to side, bend forward and swing the torso from side to side, etc.

Music: "Sally the Swinging Snake" or any moderate tempo music without words.

MODELING *(Presentation of new material, demonstration of the process, direct instruction)*

- **Part 1** 20 minutes
- Discuss the words *force and energy:* there is a certain amount of effort or strength it takes to do certain movements. When we move with a lot of force, we use strong or heavy energy. When we move with less force, we use light energy. When we mix up movements using these energies we create *qualities* of movement.
- Demonstrate a normal *walk* for the class.
- Modify the *quality* of the walk by adding a different kind of force/energy to the walk:
    - Bounce the walk
    - Swing the walk
    - Walk sharply or jerky
    - Walk wiggly
    - Strut the walk
    - As a whole group or in smaller groups, ask students to perform walking around the room using different qualities: bounce, jerky, floating, stomping, etc.
- Include head, shoulders, arms and whole body as you continue to change the quality of the walk (e.g. bounce the head and shoulders and you walk with a bounce).
- **Option:** To challenge students, increase or decrease the *speed* as you teach the difference between energy-opposing movements:

- Turn slowly one time around and spin around quickly 3 times
- Melt slowly to the floor like an ice cream cone on a hot day and collapse to the floor as if you fainted (practice safe falling by bending the knees, settling on the hip, catch with the hand, and slide to a lying position)

- **Part 2,** 20 minutes
- Select 4 or 5 of action words (movement *qualities*) form your list that explores opposing energies (e.g. push, swing, float; pound, punch or slice; and spin).
- Talk about what the word means (e.g. float). Then give an example of what the movement would look like (light and lifting like a balloon or cloud).
- Select one body part or the whole body and demonstrate and have students mimic or create movement using different energies:
  - **Swing** – swing one arm, swing both arms, one leg, wrists, head, ankle from a fixed point (light energy)
  - **Sway** – lean or bend, forward, backward, side to side (arms, legs, head, whole body)
  - **Spin** - like riding a merry-go-round – twirl or spin a finger, roll your head, spin your whole body
  - **Push** – someone on a wagon up a hill (heavy energy)
  - **Press** – apply steady and firm (but not rough) pressure with hands or arms, hand to hand, to wall, head, to a partner's hand or shoulder
  - **Pull** – on a rope against five other children (other words to use are *drag or tug*).
  - **Pound/punch** – with fists, pound down on the air or punch like a karate expert or boxer.
  - **Bounce** – like a rubber ball
  - **Relax or loose** – like a limp piece of string (floppy)
  - **Wiggle** – like a worm or someone holding and shaking a cooked piece of spaghetti
  - **Shake** – like someone shaking a salt shaker
  - **Sharp** –stiff, strong movement that is percussive or striking (also use the word *strike)*
  - **Slice** – broken, cutting movement that is more fluid. Done quickly, the slice turns into choppy movement.
  - **Float** – like a balloon or a cloud; light energy, lift up on tip toes, smooth arms reaching to the sides and above.

Music: "Get Up and Go", (play the "shake", "stick man" , and "bounce and jiggle like a rubber-band" portions of this song) and "Move Like a Machine", or any music without words.

GUIDED PRACTICE *(Application of knowledge, problem solving, corrective feedback)*

- **Part 1,** 20 minutes each
- **Create Thematic Dance:** (Move in personal and general space) Select one to three themes.
- ***Move Like a robot*** (movement should be sharp and jerky, all body parts).
  - Ask students to perform the move like a robot with a brand new full battery (you might need to explain what a full battery is and how quickly something will operate on a fully charged battery).
  - Slowly the robot runs out of battery power (gradually get slower and slower until in slow motion).
  - The robot has received a jolt of electrodes and is stuck in quick sharp movement that moves and stops, moves and stops.
  - The robot is stuck on full power.
- ***Move like a leaf on a tree*** (encourage students to increase dynamic range, speed, and level by asking prompting questions
  - "What does a leaf look like that is attached to a very tall tree in a gentle wind?"
  - "What happens to the leaf that falls off the tree?" (Remind students that a leaf falls with *light* energy)
  - "What happens to the leaf as it falls from the tree in a gentle breeze? (The left should travel somewhere rather than fall straight down).
  - What happens to the leaf as it falls from the tree in a very strong wind?"
  - How would the leaf move along the ground as it is blown by a strong wind?"

- As students are performing, ask them what level (high, medium or low), speed (fast or slow) and energy/force (light, heavy) and dynamics (gentle, swaying, sharp, slicing, etc.) they are using
- **Move like a Volcano (**dynamic movement words are italicized)
  - Dance like a volcano: student starts at a low shape with hands pressed together, (the body is the cone).
  - We *press* our hands together and create *tight pressure* as we stretch down to the ground.
  - We build the energy up through our legs, hips, stomach, and chest.
  - We continue to press our hands together very *strongly* as we lift our arms above our head and release the pressure through the hole of the volcano.
  - We *explode*! Our arms are *sharply pushed* away from our body as we release the pressure and *relax* in a *loose* state as we return to where we started.
- As you tell the story, ask the students to identify the quality of movement (verbs) they are using. Have them say the word, then perform and say the word at the same time.

DEBRIEF & EVALUATE *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?)*

- Give *Quality of Movement Assessment* – Leaf, Robot and Volcano Dance.
- Ask each student or group immediately after performing to share
  - Which type of force/effort was used (heavy, light)?
  - Which qualities were used?
- What speed (fast, medium or slow), levels (high medium or low), and shapes (angular, curved, etc.) were used?
- Option: Ask the audience to identify the elements seen in each group's dance.
- "How did you know when to move with a particular energy?" (Cue was the quality of movement [verb])

EXTENSION *(Expectations created by the teacher that encourage students to participate in further research, make connections, and apply understanding and skills previously learned to personal experiences)*

- Ask students to explain how they feel when they move. (e.g., "When I move swingy, I feel happy" or "When I move sharply I feel strong.")
- Science connection:

Action and Reaction

Introduce vocabulary

b. force

c. push

d. pull

e. gravity

2. Discuss **force:** Force is a push or pull upon an object resulting from the object's *interaction* with another object. Whenever there is an *interaction* between two objects, there is a force upon each of the objects. When the *interaction* ceases, the two objects no longer experience the force. Forces only exist as a result of an interaction.

3. Discuss things your students might know about action and reaction relationships

a. bat and ball

b. jumping on a trampoline

c. dislodging ketchup from a ketchup bottle

d. riding a skateboard (or wagon or bicycle), you hit a curb and fly forward the motion of the skateboard abruptly stops.

Part One (Ref: *Learning Through dance/Movement* by Susan Cambigue)

Action and Reaction of the Trampoline

4. In a large space, assign a group of 6 to 8 students to freeze in a strong shape. Each shape should be unlike any other shape within the group.

5. Assign one or two students to move quickly from one person to the other, briefly stopping to lightly (but firmly, no slapping or punching) touch one of the students.
    a. The rest of the class watches.
6. When the frozen student is touched, that person will immediately react by quickly changing the shape or a part of the shape.
7. Perform this activity for about 1 minute. Remember to recognize and call out what you are seeing. Encourage students to react quickly.
8. Repeat with another group of students.
9. Option, have the runner touch a different body part and the frozen person is allowed to move ONLY that body part.

Part two

1. Discuss the motion of a trampoline. Pose the problem: if a student were to jump next to you on a trampoline, what would happen to you? (You would pop up into the air as the other student came down onto the trampoline).
2. Set up the class as before with students frozen in a strong shape.
3. Assign one or two students to run and jump up and lands next to a frozen person in a strong, frozen shape.
4. As soon as the jumper lands, the student who was frozen jumps up into the air and moves quickly to another student, jumps up and lands in a shape and so on.

Pictures – Amusement Park and Playground Apparatus

QUALITY OF MOVEMENT ASSESSMENT

Student Name_____

ROBOT DANCE	
Force/Effort Used	*Circle one* Heavy Light
Dynamics Used	*Circle one* Smooth Sharp
Quality Used	*Write the verbs here*
Speed Used	*Circle one or more* Fast Medium Slow
Levels Used	*Circle one or more* High Medium Low

For the Teacher:
ROBOT DANCE Quality of movement (verb): slicing, jerky, choppy, slashing, stiff, rigid, etc.

QUALITY OF MOVEMENT ASSESSMENT

Student Name_____

LEAF DANCE

Force/Effort Used	*Circle one* Heavy Light
Dynamics Used	*Circle one* Smooth Sharp
Quality Used	*Write the verbs here*
Speed Used	*Circle one or more* Fast Medium Slow
Levels Used	*Circle one or more* High Medium Low

For the Teacher:
LEAF DANCE: Quality of movement (verb): sway, float, drift, fall, tumble, flip, toss

QUALITY OF MOVEMENT ASSESSMENT

Student Name_____

VOLCANO DANCE

Force/Effort Used	*Circle one* Heavy Light
Dynamics Used	*Circle one* Smooth Sharp
Quality Used	*Write the verbs here*
Speed Used	*Circle one or more* Fast Medium Slow
Levels Used	*Circle one or more* High Medium Low

For the Teacher:
VOLCANO DANCE: Quality of movement (verb): press, push, tight, explode, flow, shake