

Grade 1 Dance Lesson #3

Qualities of Movement Creating Movement from Everyday Tools

Lesson-at-a-Glance

Warm Up

In pairs, think of as many tools as possible and chart. Discuss the movement the tool makes and the quality of movement words associated with it.

Modeling

Show a pair of scissors to the class. Discuss the parts that make up the tool and describe the action and quality of movement. Demonstrate the action, students mimic and repeat the words used to describe the movement. Find alternative ways to show scissors.

Guided Practice

Set class up for either a small or large group activity. Select a tool, ask students to identify the parts, the action and movement quality. Create a movement or series of movements for a part of the tool. All students in a group will combine their individual movements to create the entire working tool. Use sounds if desired.

Debrief

As a group, discuss the tools that were explored and the movement qualities associated with each. Provide each student with a worksheet to recap the activity. Use the individual and group performance rubric to assess level of participation and achievement in creating tools with appropriate quality. Discuss how energy is an important part of doing work and play and school.

Extension

Write short sentences and speak them clearly as the machine is running that will be repeated over and over again while performing; write descriptive sentences to describe the action; or recite something from a book or poem. Videotape the performances for later identification and discussion if desired.

Materials

Group and Individual Performance Rubric
Everyday tools found in the classroom.
Video Camera and Monitor (optional)

Assessment

Discussion, Performance, Q&A, Movement Quality checklist and rubric

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.3 Identify letters, words, and sentences.

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
QUALITIES OF MOVEMENT

Creating Movement from Everyday Objects
Lesson 3

CONTENT STANDARDS

- 1.1** Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements.
- 2.1** Use improvisation to discover movements in response to a specific movement problem.

TOPICAL QUESTIONS

- How can I use my observational skills to identify the energy seen in a moving object and recreate it with my body?
- How do I identify the sequence of events from the action of a common tool to its result?

OBJECTIVES & STUDENT OUTCOMES

- Students will use their observational and problem solving skills to create a simple movement study from beginning to end.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - o Group Performance Rubric
 - o Individual Performance Rubric
 - o Student response to inquiry
 - o Student Worksheet
 - o Performance
- **Feedback for Student**
 - o Teacher response
 - o Performance and Individual rubrics
 - o Student Worksheet

WORDS TO KNOW

- **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.
- **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.
- **time:** an element of dance involving rhythm, phrasing, tempo, accent, and duration

MATERIALS

- Simple tools or pictures of tools
 - o scissors
 - o pencil sharpener
 - o stapler
 - o tape dispenser
 - o paper clip
 - o rubber band
 - o zipper

- o light switch
- o balance scale
- o hammer and nail
- o screw driver
- o paper dispenser
- o Window blinds
- o Doorknob
- Video Camera and Monitor (optional)

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

- In pairs or groups, ask students to think of as many kinds of tools as they can.
- Identify what motion the tool makes and action words associated with it.
 - o scissors – hinged, swings, open and close arms, legs or an arm and a leg, slices, cuts, sharp, can be done slowly with control or quickly
 - o pencil sharpener – turns, roll arms, or spin, body; *sharp, grinds*
 - o stapler – hinged, opens and closes, *press smoothly, slowly, or strike quickly*, causes staple to *bind, fasten* or *clasp* paper together
 - o tape dispenser – rolls, turns, fastens objects, *sticky*
 - o rubber band – stretches slowly, snaps back quickly, circular, binds, wraps, wind
 - o hammer – *swing, pound, drives* nails downward, strong, forceful energy
 - o screw driver – twists, turns, twirls, in/out or up/down, *fastens, binds*
 - o zipper – moves in a straight line, weaves, open to closed, wide to narrow, up/down
- Other common items to consider
 - o balance scale
 - o paper dispenser
 - o paper clip
 - o light switch
 - o key and a lock

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

- Show students a pair of scissors and model how they work.
- Model the scissors motion with your body. (To model scissors, place your hands on shoulders, raise and lower your right leg to the side while tilting the body to the left. Make the movement slow, controlled and rather stiff.
- Discuss the kind of speed, energy and action you are demonstrating; smooth energy, slow speed, and the action of slicing or cutting.
- Ask students to mimic your movement repeating the words *smooth energy, slow speed slice and/or cut*.
- Repeat this process of **show, demonstrate, mimic and respond** for two more tools (use recommendations below or choose your own from the list above):
 - o **Rubber band:** Show the object and how it works OR give a pair of students the object to observe. Demonstrate the object physically. Start in a small shape, stretch widely and slowly as far as you can. Snap back to a small shape. As you do the movement use the words *stretch slowly, smooth energy, snap back or rebound quickly* with *sharp energy*. Ask students to mimic and say the words.
 - o **Hammer:** Show a hammer and a nail. Demonstrate (starting at a high level and using either the arm/hand or leg foot) pound or stomp while slowly lowering level of the body. Use the words *pound or strike, quick, sharp energy, high to low level slowly*. Have students mimic and respond verbally.
 - Move students toward understanding that they can move quickly and forcefully **and** slowly as they lower their body to a lower level.

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

Option 1 – 30 minutes

- **As a small group activity** (students can already work in independent groups):
- Divide students into groups of four.
- Establish rules for this activity on the board:
 1. Explore your tool
 2. Each group member must represent a part of the tool
 3. Practice moving like the tool three times
 4. Allow 5-10 to explore.
- Give each group a familiar tool to observe (e.g. scissors). Ask students to observe it carefully. What does the object look like and what are its parts? (2 blades and two handles joined at the center). How does the object work? (Slices, cuts, smooth, slow).
- Ask students to begin exploring movements that represent the parts of the tool.
- Ask students to think of the relationship between the parts of the object and the whole tool as well as its action.
- Check to make sure students identify the sequential order for the action of the object. (e.g. tape dispense: *pull* tape *slowly*, tape *rolls* out in *straight line*, tape is torn off *quickly, sharply*, tape sticks two or more objects together *clasp* or *fasten* and *hold tight, freeze*).
- Allow students to make appropriate sounds.
- Assign 8 counts for each action in the sequence to occur (pull out tape and roll for 8 counts, slowly rip the tape for 8 counts, fasten 2 or more objects together for 4 counts, freeze for 4 counts).
- Groups perform. Following each group's performance, the "audience" tries to guess the correct tool.

Option 2: 30 minutes

- **As a whole class activity** (students rehearse a more structured activity):
- Choose the tape recorder or other familiar tool with multiple moving parts as the tool. (Parts: *play button* (goes up and down), *two wheels* turning together, the *head* that presses against the tape, the *fast forward, rewind* and *pause* buttons).
- Identify the action words (push, press, wind, roll, forward, reverse, stop, fast, slow, etc.).
- Ideas for action:
 - o Push *play*. Two wheels turn, head presses against the rolling tape.
 - o Press the pause button to stop action.
 - o Press *rewind* at a fast speed. <Pause>
 - o Push *forward* button and move the tape moderately.
 - o Machine loses power and the tape moves slowly and comes to a stop.
- Have the entire class work in small groups to create movement simulating the parts and actions of the tape recorder.
- Compare and contrast one group's ideas to the others.
- **Literacy Connection:**
 - o Write short sentences and speak them clearly as the machine is running. E.g., "This is a test". That will be repeated over and over again; write descriptive sentences to describe the action; or recite something from a book or poem.
 - o Videotape the performances for later identification and discussion if desired.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the performance assessment at the end of this lesson (group and individual).
- **For discussion:** Encourage students to use dance vocabulary. (e.g., stiff, straight, curved, roll, wiggle, small shape, low shape, etc. as you ask the following questions:
 - o "What did you learn about tools that you didn't know before?" (Tools use specific speeds and energy to make it work; I use specific energy on the tool and make it work; tools help me to get a job done, etc.).
 - o "In what ways did you use your body to show how the tool works?" (I can interpret through body action how a tool works by using the same type of energy).

- o "What was challenging about working in a group to create a tool?
- o "What process did you use to create your tools and their actions?" (*Consider identifying the parts of the tool, discussing how the tool and its parts work, planning and determining sequence, improvising the movement, working together, etc.*)
- For further consideration:
 - o "What would happen if a tool were missing a part?"
 - o "What would happen to your body if it were missing a part?" (Discuss the importance of keeping things in good working condition. Extend to keeping the body healthy: rest, play, nutrition and the importance of relying and depending upon other people.
 - o What would happen if a tool did not have the lubrication it needed to work?
 - o What would happen if your body didn't have the fuel (food, water) it needed?
 - o How does fuel and water affect energy and performance efficiency?

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

- Ask students to take notice of tools they see and use around the house and at school.
- Ask each student to come back to class with one tool or machine that they have "studied".
- "What does this tool or machine do? How does it work?"
- "Can you make up a dance about this tool or machine?"
- **Literacy Connection:**
 - o Write short sentences and speak them clearly as the machine is running. That will be repeated over and over again; write descriptive sentences to describe the action; or recite something from a book or poem.
 - o Videotape the performances for later identification and discussion if desired or perform before as live audience.

Quality of Movement – Assessment Creating Tools

3 Proficient – Students worked cooperatively with little assistance from the teacher. Each person participated by creating movement for a part of a tool that was clearly defined and performed correctly with the appropriate energy and speed. The parts in combination clearly reflected the tool and its action.

2 Basic – Students worked cooperatively with frequent coaching and assistance from the teacher. A majority of the students in the group created movement for a part of the tool and performed it correctly with the appropriate energy and speed. The parts in combination somewhat reflects the tool and its action.

1 Approaching – Students are challenged working in a group and needs constant monitoring and assistance from the teacher. Independent work is not achieved and the problem of creating a tool is not solved or may only be evident by vocal sounds or a single student.

Group Performance Rubric

[illegible]

Individual Participation Rubric

3 Proficient – Student cooperated well with peers, created and performed a unique part of the tool that contributed clearly to the overall objective.

2 Basic – Student cooperated with peers most of the time, somewhat distracted, creation and performance contributed somewhat to the overall objective.

1 Approaching – Student has difficulty cooperating, highly distracted and did not contribute positively to the overall objective.

[illegible]

Student Worksheet - Tools and their Movement

Name _____

What tool did my group create? Write the name of the tool in this space.

What movement qualities does my tool use?

Which part of the tool did I create?

Draw a picture of your group's tool.