LESSON: PAINT THE ROOM
GRADE LEVEL(S): K-2

Follow this template for writing a lesson and download from Angel—

THEME: Explorations of the Body in Space

MAJOR DANCE CONCEPTS ADDRESSED:

Dance Spatial Elements—
- Place (self space/general space)
- Size and range of movement
- Level (low through high)
- Direction (front, back, side, up, down)
- Pathway (curved, straight)
- Design
- Focus (singular)

Body
- Identification of parts
- Basic shapes (straight, curved, twisted)

INTELLIGENCES FOCUS: (Identify those predominantly used in lesson)
- Spatial/visual
- Kinesthetic
- Intrapersonal

BLOOM’S TAXONOMY (Each cognitive level must be evident within lesson)
- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

NATIONAL STANDARDS ADDRESSED: DANCE (Write component and specifics.)
Grades K-4
Content Standard #1: Identifying and demonstrating movement elements and skills in performing dance: a,b,c,d,e,g,h

NY STATE STANDARDS ADDRESSED: DANCE (Write component and specifics.)
Dance—Elementary Level
Standard 1: Creating, Performing and Participating in the Arts
- Addresses all performance indicators
Standard 3: Respond to and Analyzing Works of Art
- Addresses both performance indicators
NDEO STANDARDS BY AGE (Posted on Angel/NDEO Website)
What a student should be able to do at this age. Note: Listings begin at fourth grade.

LESSON OBJECTIVE—
The student will:
Work collaboratively with a partner to devise a dance sequence demonstrating accurate and contrasting use of shape, space, focus and body part elements according to established criteria.

ADVANCE ORGANIZER
Materials and Resources (Be specific)
CDs: Isla Del Sol from Azucar by Luciani, ISBN # 9674-18018; selections from Time Remembered, John McLaughlin plays Bill Evans, ISBN # 731451-986125

Teacher Preparation
Cue music in advance of the lesson.

Vocabulary Listing
Body part words—fingertips, hands, wrists, forearms, elbows, arms, shoulders, nose, eyes, torso, legs, knees, ankles, toes, tummies, hips.
Body shaping words—stretched, bent, curved, twisted, extend, straight
Space words—personal space, general space, size, focus, circles, lines, around, straight, around, in front of, next to, over, forward, behind, low, medium, high, tiny, large, arc, close, big, small
Dance words—port de bra, reverse, transition, partner, performers, audience

Safety Considerations
Call attention to safely working with a partner.

DETAILS OF INSTRUCTIONAL ACTIVITY

INTRODUCE THE CONCEPT—
Students, today we will learn about....

WARMING UP (Warm up should be based on the following Brain-based Progression and serve as a bridge to lesson content; should be no longer than eight minutes)
1. Breath
2. Touch
3. Core Distal
4. Head Tail
5. Upper/Lower
6. Body-Side
7. Cross-lateral
8. Vestibular

EXPLORING THE CONCEPT (Solo work)
Guide students through the lesson concept using dance improvisation. Aim to develop student autonomy through personal interpretations of movement ideas.
DEVELOPING SKILLS (Duet work)
Have students practice movement concepts introduced during exploration using thematic frames or game structures

CREATING (Group work)
In groups, have students generate a composition based on concepts introduced in class. This section allows the teacher to check for understanding through application.

COOLING DOWN
Slow stretches with breathing provides an opportunity to review material covered in class. Relaxes student and enables them to reenter the world outside of class.

ASSESSMENT

A Sample Rubric for Creating and Performing Dance

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Points (2 max. for each section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Partners accurately followed composition sequence</td>
<td></td>
</tr>
<tr>
<td>2. Beginning shape was connected &amp; displayed straight and curved lines</td>
<td></td>
</tr>
<tr>
<td>3. Writing/dancing names displayed contrast in size, level, and a broad use of general space.</td>
<td></td>
</tr>
<tr>
<td>4. Partners were considerate of each other in the partner dance.</td>
<td></td>
</tr>
<tr>
<td>5. Dancers used strong focus in the ending section of the dance.</td>
<td></td>
</tr>
<tr>
<td>Total Points (maximum 10)</td>
<td></td>
</tr>
</tbody>
</table>

2 = unique and exemplary evidence of work
1 = satisfactory accomplishment; some details and refinement still needed
0 = no evidence of work

IDEAS FOR FURTHER DEVELOPMENT
Suggests a curricular link to the lesson previously taught and expands the knowledge presented but in a deeper, more complex way.

For example: After exploring the “body in space,” introduce contrasting force into aspects of action and shape.