



ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Dance



Exploring Personal & General Space

Grades K-2

Students will demonstrate moving in General and Personal Space.

<p>Lesson Objectives</p>	<p>Student Friendly Standard Learning Statement(s):</p> <ul style="list-style-type: none"> • I am learning to share general space and maintain personal space. • I am learning to try out many locomotor and non-locomotor movements (bend, jump, turn, twist etc.), by playing with changes in body, effort (energy), shape and space. • I am learning to move safely through general space using locomotor movements.
<p>Arts Standards</p>	<p>Artistic Process: Creating Anchor Standard 1: Generate and conceptualize artistic work.</p> <ul style="list-style-type: none"> ○ (DA.K-2.Cr1.a) - Move in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal and general space. ○ (DA.K-2.Cr1.b) - Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape and space. <p>Artistic Process: Performing Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <ul style="list-style-type: none"> ○ (DA.K-2.Pr5.b) - Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.
<p>Essential Questions</p>	<p><i>Where do choreographers get ideas for dances?</i> <i>What must a dancer do to prepare the mind and body for artistic expression?</i></p>
<p>Vocabulary</p> <p>Source: NCCAS Glossary</p>	<p>General Space: spatial orientation that is not focused toward one area of the studio or stage. Personal space: the area of space directly surrounding one’s body extending as far as a person can reach; also called kinesphere. Locomotor movements: movement that travels from one location to another or in a pathway through space. Non-locomotor movements (Axial): movement that remains in place.</p>

<p>Lesson Procedure</p> <p>Duration: 30-40 min</p>	<ol style="list-style-type: none"> 1. Warmup: Can be done sitting or standing. Each student draws an imaginary bubble around them for their personal space. Lead the students in performing non-locomotor movements in place: wiggle, twist, turn, pat parts of body, bend in and stretch out etc. 2. Students start in the middle of the room and on cue, students walk (locomotor) to a corner, shake at the corner (non-locomotor in personal space), skip (locomotor) to a side wall, twist at the side wall (non-locomotor), slide (locomotor) to a different corner, etc. 3. Once students understand the process, ask students for their ideas for moving. 4. Obstacle Course: Have 4 or 5 props to make the obstacle course-hoops, spots, cones, ropes, tunnel etc. Choose the locomotor/non-locomotor movements you want students to use as they travel to each prop, and also as they move in their personal space. Ex: Skip to the first item, jump in place before moving to the next item. 5. Create: Have students choose a beginning non-locomotor movement to perform in personal space, a locomotor movement to demonstrate as they move in general space, and an ending non-locomotor movement to perform in personal space. Start on their spot and on cue, perform their non-locomotor movement for 8 counts, travel for 8 counts performing their locomotor movement, perform their last non-locomotor movement for 8 counts. Can add an ending shape. Can put spots on the floor for students to go back to their personal space. 6. Cool-down: In their personal space bubble, take deep breaths, shake it out. Ask which they like better, moving in personal or general space. <p><i>Note: Use the appropriate dance vocabulary throughout</i></p>
<p>Assessments</p>	<p>Checking for understanding: Demonstrating use of personal and general space. End of Lesson: Ask students what they preferred, moving in general or personal space?</p>
<p>Resources</p>	<p>Music or percussion of your choice. Obstacle items.</p>

