



ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Dance



Locomotor Map

Grades 6-8

In this lesson, students will be drawing a locomotor map then using that map to choreograph and perform a short movement sequence.

Lesson Objectives

Student Friendly Standard Learning Statement(s):

- I am learning to use improvisation as a creative process to explore movement components and concepts.
- I am learning to create choreography by solving movement problems.
- I am learning to navigate space through different pathways, levels, and patterns as a part of an ensemble.
- I am learning to keep focus with my partner or group in near and far space.
- I am learning to change my inward focus to outward focus and extend it out to far space.
- I am learning to apply dance skills to demonstrate direction changes, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.

Arts Standards

Artistic Process: Creating

Anchor Standard 1: Generate and conceptualize artistic ideas

- (DA.6-8.Cr1.a) - **Explore** relationships of movement components and concepts through creative processes by investigating various improvisational approaches.
- (DA.6-8.Cr1.b) - Construct and solve multiple **movement problems** to develop choreographic content.

Artistic Process: Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for performance

- (DA.6-8.Pr4.a) - Refine partner and ensemble skills through the development of **kinesthetic awareness** while performing diverse pathways, levels, and patterns in **space**. Maintain focus with partner or group in near and far **space**. Convert inward focus to outward focus for projecting out to far **space**.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

- (DA.6-8.Pr5.a) - Apply **technical dance skills** (for example, **alignment**, coordination, balance, core support, **kinesthetic awareness**, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.

Essential Questions

Where do choreographers get ideas for dances?

How do dancers work with space, time and energy to communicate artistic expression?

What must a dancer do to prepare the mind and body for artistic expression?

Vocabulary

Source:
[NCCAS Glossary](#)

Locomotor – Physical action allowing you to move through space from one place to another.

Pathway – Trail or route

Lesson Procedure

Duration:
2-3 classes

- On a piece of paper draw 5 points and label them "A", "B", "C", "D", & "E"
- Referring to the locomotor map resource note the four types of lines: straight, wavy, squiggly, and zig zagged. Using at least one of each of the following types of lines, draw a line to connect point A to point B, a line to connect B to C, a line to connect C to D, and a line to connect D to E.
- Label each point with the following information
 - A non-locomotor movement
 - A size (i.e. small, medium, large)
 - A level (i.e. low, medium, high, extra high)
- Label each line with the following information
 - A locomotor movement
 - A body shape (i.e. straight, bent, curved)
- Use the map to create a movement sequence that follows the labeled information and pathways in the actual dance space. You will need to figure out how to do each of the things you have labeled with your body and how they transition into each other. You should start and end your movement sequence with a beginning and ending shape of your choice at point A and point E respectively.
- Memorize and practice the sequence you have created
- Perform the sequence (while others are performing) for your peers and instructor.

Teacher note: you can divide students into 2-4 groups, and each group can perform for the other groups

Assessment

Standard	4 Highly Proficient	3 Proficient	2 Approaching Proficiency	1 Emerging Proficiency	0 No evidence
DA.6-8.Cr1.a - Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.	Movement sequence performed clearly and explored a variety of relationships of movement components.	Movement sequence performed explored a variety of relationships of movement components.	Movement sequence performed explored relationships of movement components.	Movement sequence performed explored some relationships of movement components.	Did not perform a movement sequence.
DA.6-8.Cr1.b - Construct and solve multiple movement problems to develop choreographic content.	Movement sequence solved movement problems to effectively develop clear choreographic content.	Movement sequence solved movement problems to effectively develop choreographic content.	Movement sequence solved movement problems to develop choreographic content	Movement sequence solved some movement problems to develop choreographic content.	Did not perform a movement sequence.
DA.6-8.Pr4.a - Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.	Movement sequence performed clearly and includes a variety of diverse pathways, levels, and patterns in space. pathways.	Movement sequence performed includes a variety of diverse pathways, levels, and patterns in space.	Movement sequence performed includes diverse pathways, levels, and patterns in space.	Movement sequence performed includes some variety of movement.	Did not perform a movement sequence.
DA.6-8.Pr5.a - Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.	Movement sequence performed clearly and includes a variety of technical dance skills to execute changes of direction, weight shifts, and movement transitions.	Movement sequence performed includes a variety of technical dance skills to execute changes of direction, weight shifts, and movement transitions.	Movement sequence performed includes technical dance skills to execute changes of direction, weight shifts, and movement transitions.	Movement sequence performed includes some technical dance skills to execute changes of direction, weight shifts, and movement transitions.	Did not perform a movement sequence.

Resources

Sample Locomotor Map:

