

## Dance - Sample Lesson Plan: Grades K-5

The following lesson plan is an adaptation of the freeze dance through the lens of the new standards. The freeze dance is normally a free movement exploration set to music. When the music stops, the dancers freeze. Objectives below are directly tied to the standard **2.D.Cr1.A**. Activities are adjusted to fulfill the student learning objectives created using KUD's.

Title:	Stimuli-inspired creative movement exploration
Length of Class:	45 Minutes
Skill Level:	2nd grade, beginner, adaptable for all levels
Domain:	Create
Standard:	<b>2.D.Cr1.A.</b> Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggest additional sources for movement ideas.
Objectives: A. Know B. Understand C. Do	<p>A. Students will know various genres of music, poetry and stories that generate varied artistic responses.</p> <p>B. Students will understand how various artistic stimuli can inform organic movement.</p> <p>C. Students will physically explore movement inspired by music, poetry, and personal experiences.</p>
Procedures:	<p><b>Activity 1:</b> Freeze dance with a variety of musical genres.  <b>Teacher Text:</b> "Today we are going to do the freeze dance with three different songs. I am going to play the first song and together we will close our eyes for a moment to feel the music in our bodies. When I say dance, everyone will open their eyes and dance in any way they like. Who knows what we do when the music stops?"</p> <p>Wait for a response, then, "That's right, when the music stops we freeze. When it plays, we dance again."</p> <p>Class dances to three pieces of music for this exercise in three clearly different genres, for example: classical, jazz, and Disney themes. Reflect after each song. Teacher identifies the genre of music for each song.</p> <p>"What are some words we could use to describe dancing to song number 1? How about number 2? Number 3? How did your dance feel different or the same for each song?"</p> <p><b>Activity 2:</b> Creative movement to poetry  <b>Teacher Text:</b> "Now that our dancing bodies are warm, I am going to read a poem. The first time I read it let's all close our eyes and listen."</p> <p>Teacher reads a poem suggested by a core teacher in the school. This way there is a tie between the dance class and other core areas. Teacher asks questions about the poem after first reading, for example: "How does this poem make you feel? What is the poem about?"</p>

	<p>These questions can tie to the core teacher's lesson plan regarding the poem. Ask the core teacher for suggested questions.</p> <p>"Now, I'm going to read the poem again, but this time, just like in the freeze dance, I want you to let your body dance to the poem."</p> <p>Take time after dancing to reflect on students' experiences when dancing. This can be an opportunity for students to empathize with the author of the poem or explore abstract themes in poetry.</p> <p><b>Activity 3: Personal Dance Poem</b>  <b>Teacher Text:</b> "Now we are going to create our own dance poem. I am going to pass out paper and pens. I want you to write three words, sentences or pictures of three different activities you do each day."</p> <p>Give students time to create their written activity. Try not to give suggestions, but help, if necessary, by asking what students do every day, for example: eat, brush teeth, go to sleep, and hug a guardian.</p> <p>"Now you are going to create a movement for each of your written activities. Each activity will have a movement that expresses it. This can be gestural or abstract. When you have one movement for each activity, tie the three together to create one dance phrase."</p> <p>Give students time to create their dance phrases.</p> <p><b>Activity 4: Reflection</b>  <b>Teacher Text:</b> "What did we do today?"</p> <p>Guide this conversation and reflect on creating movement from different types of music, poetry, and personal experiences.</p> <p>"What are some other things that can inspire movement?"</p> <p>Take time to experiment with the students' ideas or make other suggestions, for example: pictures, videos, colors, and smells.</p>
Materials:	Paper and writing material for each student. Sound system and music.
References:	

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