

Grade 1 Dance Lesson #4

Communication Expressing Feelings Through Movement

Lesson-at-a-Glance

Warm Up

Generate a list of familiar feelings and emotions. Show pictures or facial expressions and ask students to identify how the character is feeling. Warm up to music about feelings.

Modeling

Discuss feelings. Create facial expressions based upon a given word (happy, sad, mad, etc.). Create frozen shape showing that same emotion using posture and gesture. Discuss the role of exaggeration in making meaning clear.

Guided Practice

In small groups, create a feeling dance. Select a feeling and create a frozen shape. Create locomotor movement that expresses the feeling and end in a frozen shape. Use this procedure to create animals and characters with feelings. Discuss what energy, size, level and speed the body employs to create a particular feeling.

Debrief

Discuss with the group the role of posture, gesture and facial expression to communicate feelings. Use the performance rubric to assess the student's ability to follow direction and communicate feelings through movement.

Extension

- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined
- Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.

Materials

Group and Individual Performance Rubric
Flash Cards and Illustrations of Emotions
CD's and CD Player

Assessment

Discussion, Performance, Q&A, Performance 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: 2.1 Write brief Narratives describing an experience.

**DANCE – GRADE 1
COMMUNICATION**

**Expressing Feelings Through Movement
Lesson 4**

(Do in conjunction with lesson 5)

CONTENT STANDARDS

- 2.6** Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
- 4.3** Describe how they communicate an idea or mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

TOPICAL QUESTIONS

- How do communicate feelings through body movement?
- How can I create a dance about feelings?

OBJECTIVES & STUDENT OUTCOMES

- Students will demonstrate how dance communicates as they use prior knowledge and experiences to show feelings and ideas, or tell a story through body movement.
- Students will use and demonstrate their knowledge of movement vocabulary through performing and observing.

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

- **Feedback for Teacher**
 - Performance Rubric (included)
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher response
 - Performance Rubric

WORDS TO KNOW

- **gesture** - (movement of a body part or combination of parts, with emphasis on the expressive aspects of the move)
- **posture** – the way one holds or carries one’s body
- **exaggerate** – to make gestures, postures or movement appear more noticeable or prominent than is usual or desirable.

MATERIALS

- CD Player
- CD’s:
 - “What Do People Do”
 - “Everybody Has Feelings”
 - “Halloween On Parade” or other standard march music.
 - “Show Me What You Feel”
 - “Animal Action I and II”
- Emoticon Chart (included)
- Emotion Flash cards (included)

RESOURCES

- *Getting to Know Myself*, by Hap Palmer; "Feeling", "What Do People Do"
- *Ideas, Thoughts and Feelings*, by Hap Palmer; "Everybody Has Feelings"
- *Music and Movement in the Classroom PreK-K*, by Steven Traugh; "The New Zoo Review" "Halloween On Parade" (optional)
- *Music and Movement in the Classroom Grades 1 & 2*, by Steven Traugh; "Show Me What You Feel"
- *Kids in Motion*, by Greg and Steve; "Animal Action I and II"

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

- Ask students how they feel today? (tired, sad, happy, angry, hot, silly)
- Generate a list of emotions and feelings.
- Show pictures or illustrations and have students identify facial expressions, body postures and gestures that depict emotions.
- Play music and move to "What Do People Do", "Show Me What You Feel", and/or "Everybody Has Feelings"

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

- Discuss what feelings are:
 - Feelings are neither good nor bad. Everyone has them.
 - Discuss where feelings come from: events, incidents, circumstances and states of being.
 - "People express their feelings in many ways."
 - "The face and body is very expressive and can tell a lot about what a person is feeling."
- Ask students to take turns making an angry, happy, sad, sleepy, and funny face with a partner.
- Ask students to talk about what they saw.
 - "How did you know your partner was _____?"
 - "What did his/her face look like?"
- Now repeat the same format with the face and whole body.
- Discuss the words *gesture* and *posture* (refer to Grade 1 Theatre Lessons #1 and #2).
- Ask students to mimic you making simple *gestures* (stop, come, hitch hiking, pointing, hand on forehead, etc. and *postures* (cross arms over chest, drop head and sit, put hands on hips, lean forward and glare, sit in a chair, lean back and close eyes, arms limp, etc.). In dance postures and gestures are found in shapes that show feelings.
- Say to the students "Make a _____ shape" (happy, sad, angry, silly, sleepy, disgusted, thinking, etc.). Remind students that *exaggeration* makes the emotion better defined and clear.
- Perform the emotion or state of being again only this time ask students to travel through general space (e.g. if the word is angry, the hands should be tight, body energy heavy, stomping around the room, scrunched up face, etc.).
 - What to try: ask students to vibrate their shoulders like they are scared, jump like they are excited, swing their arms like they are sad, etc.

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

Activity 1

- Prepare a container with emotion and states of being flash cards.
- Select a group of 4 or 5 students to demonstrate.
- Procedure:
 1. Select a card
 2. Think of a frozen shape that will show that emotion or state of being – freeze in that shape for 4 counts
 3. Think of 8 counts of movement (axial or locomotor) that will show that emotion or state of being. Move in personal or general space 8 counts.

4. End in a frozen shape – hold for 4 counts

Activity 2

- Expand the concept of feelings and emotions in the modeling to imaginary characters and animals.
- Ask students to talk about the characteristics of the following: an alligator, a superhero, a king and queen, clown, fire chief, movie star, and creature from outer space (see *Grade 2 Theatre Lesson #2 for Character Card Illustrations*).
- Give the character a feeling (*angry alligator*) and discuss what kinds of expressive movement would that character display (e.g., angry alligator (would move at a low level, gritting and snapping teeth, pounding on the floor with clenched hands, etc).
- Select 4 or 5 students
- Select an animal or character and then an emotion. Or give each student their own animal and an emotion to explore (use the flash cards available in this lesson as an aide).
- Each group performs while the other members of the class watch as a good audience.
- Note: If mimicking others becomes a problem, encourage students to change the quality, level or speed of the movement.
- Allow students enough time to explore movement and in parade fashion perform movement. Stop the music and have students freeze.
- Discuss with the audience what animals or characters and emotions they saw. Ask students to describe what the movement looked like to give the animal an emotion.

Music: “Halloween On Parade” (optional) or other march music.

- Ask the following questions:
 - What did it feel like to move like a super hero (or other characters you chose to create)? Describe what was your movement like?
 - What were the most important body parts for the characters you created?
- Infer:
 - What would you have to change about your movement to be a silly firefighter rather than a serious firefighter?
 - If you were to create feelings for one kind of character, could you create the opposite feeling for that character? Describe what that would look like. E.g., “If a traditional superhero is proud, show me what an embarrassed superhero would look like. If you created a happy, silly clown, could you show me a sad, serious clown?”

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 rubric to assess the student’s ability to follow direction and communicate feelings through movement.
- Ask the following questions:
 - “What is facial expression?”
 - How do facial expression and the body work together to create meaning?
 - “Which way shows more feeling and expression, the face or both the face and the body? Why?”
 - “Could you show your feelings without using your face and still get your feelings across? Demonstrate and Explain.”
 - “Do animals have emotions and feelings?”
 - “How is your body movement different if you change your movement from happy to sad? What happened to your *energy*?”
- Ask students to discuss, write about or draw the feelings and emotions and the characters and/or animals they portrayed.

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.*)

- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined. (E.g. Jack and Jill were angry that their mother made them go up the hill because they wanted to stay in their room and play with their game boy. Climbing the hill made them both very tired. Jack and Jill argued over who would draw the water and carry it down. Jack fell and hurt his head and is in pain and agony. Jill laughed so hard at Jack that she tripped and fell down too! Now she is crying and Jack is laughing!!).
- Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.
- Watch videos of animals at work or play, both adult and baby animals. Look for movement clues that could show determination, playfulness, laziness, anger, love and affection. Mimic those movements and feelings and emotions for the animal.
- Discuss the connection of emotions to colors: red as angry, loving; blue as calm, cold; green as growth, jealousy; yellow as warm, happy; etc. (Refer to 2nd grade Visual Art Lessons). Create a dance about colors using appropriate movement and facial expression.

Emotions Chart “How Do You Feel?”



Scared



Confused



Surprised



Sad



Excited



Disgusted



Proud



Angry



Sick



Happy



Very Happy



Hungry



Lost



Shy



Sleepy



Nervous



Unhappy



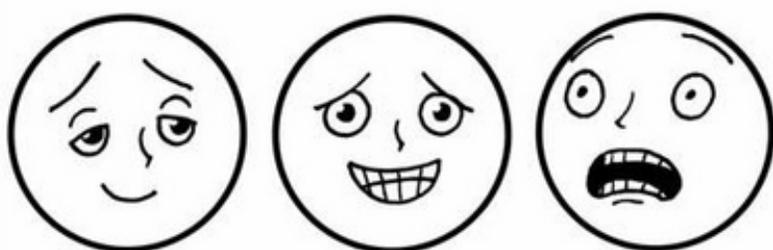
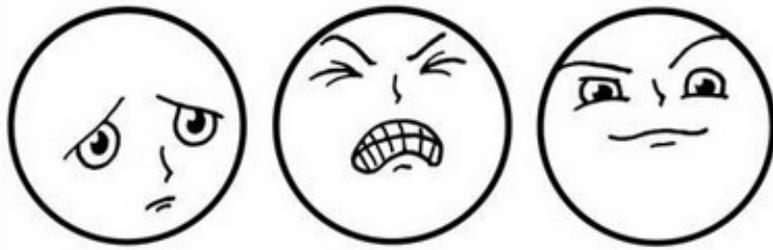
Very Sad



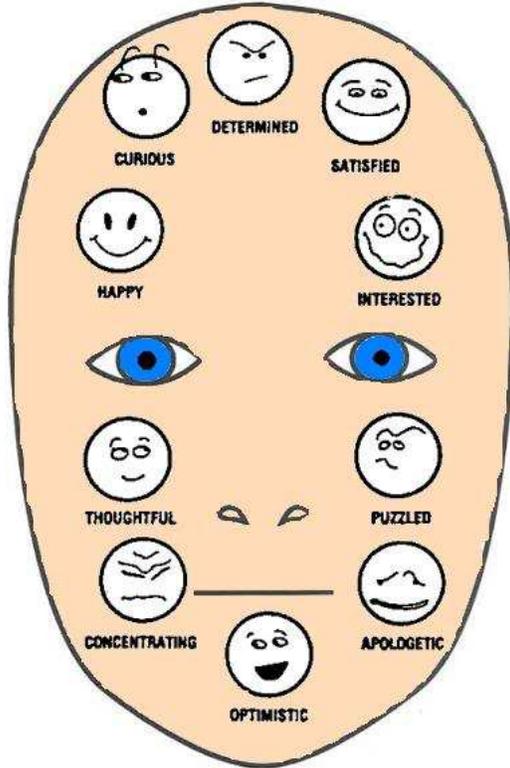
Bored



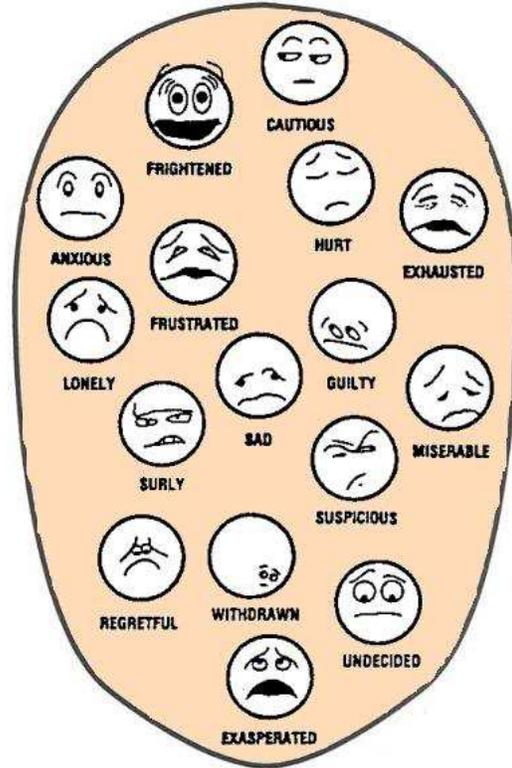
Embarrassed



Feelings shown to the world



Feelings hidden inside



sad happy angry

sick tired scared

silly sleepy cold

bored surprised

nervous disgusted