Grade 1 Dance Lesson #6

Focus and Cooperation
Mirroring and Shadowing

Lesson-at-a-Glance

Warm Up

Review feelings, postures and gestures from lesson 4. Write or draw a picture of one or two things that students associate with being _____. (happy, sick, bored, sad, tired, sleepy, etc.). Warm-up the body to music.

Modeling

In pairs, designate leader and follower and practice mirroring in a sitting, kneeling, and standing position using body parts and whole body. Extend to locomotor movement.

Guided Practice

In pairs, perform mirroring and shadowing exercises to music. Switch leaders often. Create a “Mirror and Shadow” dance.

Debrief

Administer performance assessment using rubric. As a group discuss the terms mirror and shadow. Discuss the challenges of being a leader. Why is focus and concentration an important part of learning?

Extension

Have students extend their learning about focus and concentration to life experiences. “Do you play any games on the playground or do things at home or in the classroom where leading, following, focus and concentration are important? Which games or activities require focus, concentration and leadership?

Materials

Mirror and Shadow Dance Checklist
Performance Rubric
Student Worksheet
CD’s and CD Player

Assessment

Discussion, Performance, Q&A, Performance Rubric, Checklist, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.13 Read compound words and contractions.
Writing Strategies: 1.2 Use descriptive words when writing.
# DANCE – GRADE 1
## Focus and Cooperation

### Mirroring and Shadowing
#### Lesson 6

<table>
<thead>
<tr>
<th>CONTENT STANDARDS</th>
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<tbody>
<tr>
<td>2.3 Create a short movement sequence with a beginning, middle, and an end.</td>
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<tr>
<td>4.1 Use basic dance vocabulary to identify and describe a dance observed or performed.</td>
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### TOPICAL QUESTIONS
- What do mirror and shadow mean and how do I perform them?
- How do I create a dance using mirror and shadow techniques?

### OBJECTIVES & STUDENT OUTCOMES
- Students will identify and describe movement seen in the dances of their peers using dance vocabulary.
- Students will demonstrate their knowledge of mirror and shadow and create an original dance with a beginning, middle and end.

### ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)
- **Feedback for Teacher**
  - Mirror and Shadow Checklist and Rubric (included)
  - Pair Mirror and Shadow Dance Rubric
  - My Mirror and Shadow Dance worksheet
  - Student response to inquiry
- **Feedback for Student**
  - Teacher feedback
  - Mirror and Shadow Checklist and Rubric (included)
  - Pair Mirror and Shadow Dance Rubric
  - My Mirror and Shadow Dance worksheet

### WORDS TO KNOW
- **mirror**: to accurately reproduce, describe or convey movement, gestures, postures and facial expressions
- **shadow**: to imitate a person’s movements in follow the leader fashion
- **focus**: concentrated effort or attention on a particular thing

### MATERIALS
- Large mirror or window in which students can see themselves (optional)
- Overhead projector (optional)
- Video Camera and Monitor
- CD Player
- CD’s:
  - “Mirror Image”
  - “All In One”
  - “A Tale of Two Villages”
  - “Shadow Dancing”
  - “Midnight Moon”
  - “Twilight, Gentle Sea”
“Enter Sunlight”

RESOURCES
- Equipment available on site
- *Perceptual Motor Rhythm Games*, by Capon and Hallum; “Mirror Image”
- *Creative Dance Ideas #1*, by Eric Chappelle; “All In One”, “A Tale of Two Villages”
- *Kids In Motion*, by Greg and Steve; “Shadow Dancing”
- *Movin’*, by Hap Palmer; “Midnight Moon”, “Twilight, Gentle Sea”, “Enter Sunlight”

WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*
- As a whole group, sit in front of the class and lead students through simply mirror exercises. Do these exercises slowly.
- Open and close one hand at a time, lift and lower one leg at a time, bend to one side then to the other.
- Have the students mirror your movement. Move very slowly so that the students move at the “same time” as you. This is not a mimic and repeat exercise.

MODELING *(Presentation of new material, demonstration of the process, direct instruction)*
- The purpose of mirroring and shadowing exercises is to promote focus, concentration and cooperation.
- In pairs, have students face each other. Identify one as the leader, one as the follower.
  - A trick is to label one student “awesome” and the other student “beautiful”. Have all the beautiful people lead and the awesome people follow.
- Student leaders take turns making movements and their followers respond as if they were reflections in an imaginary mirror.
- Note: The leader must not make any sudden movements to “fake out” the follower.
- Students will begin by sitting on the floor making movements using only the hands.
- Students then add head, shoulders, torso and legs. Remind students to use both large and small movements of the body parts.
- When students are comfortable, get students to kneeling, then to a standing position. Expand movement using the entire body. Prompt students to change and direction (forward and backward and side to side).
- Change roles and repeat.
- Prompt students to explore range by making movement suggestions. Continually remind students that this is focus, concentration and cooperation exercise. Discourage giggling and laughing.

GUIDED PRACTICE *(Application of knowledge, problem solving, corrective feedback)*
- Each student is to find another partner.
- To music, repeat the above exercises starting from sitting, kneeling, standing to traveling.
- Divide the class in half. One half demonstrates mirroring with a partner, the other half observes and looks for the kinds of axial and locomotor movements seen, as well as levels, shapes.
- After the performance share observations. Generate a list of dance terms seen in the dances. Switch groups.

Music: Use any slow to moderate music. “Mirror Image”, “All in One” or “A Tale of Two Villages”, are all clearly marked with two different sections indicating when to change leaders. “Gentle Sea”, “Twilight”, “Enter Sunlight” and “Midnight Moon” are excellent choices for mirroring exercises

- **Shadowing** is a form of mirroring done with one partner standing behind the other.
- Keeping students in pairs, the person in front leads and the person in back follows.
- Begin with axial movement and expand to locomotor movement.
• Encourage students to change levels, energy, etc.)
• Practice changing between mirror and shadow on a frequent basis to see if students understand the difference between the two.

Music: Use the same musical selections from the previous activities. Shadow Dancing can be done at a faster tempo.

• Create a mirror and shadow dance with a beginning, middle and end. Dances must:
  o start in frozen shape hold for 4 counts
  o beginning must have one level change within 8 counts
  o middle section must have one locomotor movement for 8 counts
  o end shadowing for 8 counts
  o finish in frozen shape.
  o Option: allow students more time to explore and develop each section (e.g. do not exceed 16 counts)
• Write criteria on the board.
• Discuss and create each section one section at a time. Allow 3-5 minutes to explore.
• After the dance is created, rehearse at least 3 times fully with music. You might need to count 8 or 16 beats for the students. Do not allow the audience to count as they should be observing quietly.
• Perform for the class.
• Videotape for later discussion and reflection.

Music: Use the same musical selections from the previous activities.

Options:
• Challenge students in mirror variations. Choose one or all of these:
  o In mirror position, the follower does the “opposite” of what the leader is doing. (E.g. if the leader moves the right hand, the follower also moves the right hand, which will look opposite in mirror image).
  o Leader creates a short movement then freezes. The follower mirrors the leader but when the freeze happens, the follower becomes the leader and makes a completing movement from the previous one and then freezes. Repeat this back and forth exchange of moving and freezing as if having a conversation.
  o Mirror energy changes, with leader and follower alternating between sharp, flowing, strong, light, etc.

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 rubrics to assess student success with mirror and shadow and creating a dance.
• As a group, share answers to the following:
  o “What is mirroring?”
  o “What is shadowing?”
  o What did you have to do as the leader to make sure your partner could follow?”
  o “Did we use both small and big movements? Which did we use the most of and why?”
  o “Was it difficult for us to move around the room and mirror each other? Why or why not?”
  o Which did you like to do best, mirror or shadow? Explain.”
  o “What were the challenges of leading? Of following?”
  o “What did you learn about focus and concentration?”

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.)
• Ask students to reflect upon the role of leader and follower in other situations at school or at
home.

- Ask students to observe when they see their parents, siblings or friends in that role.
- “Do you play any games on the playground where leading, following, focus and concentration are important? Which games involve those traits?”
- “When is it appropriate to copy someone or something else?” When is it not appropriate?
- Ask students to be conscious of times when they are placed in the role of leader and follower and how that makes them feel.
Mirror and Shadow Dance - Checklist

Criteria (for 8 or 16 counts with music)
1. Frozen Shape
2. Beginning – mirror with one level change
3. Middle – mirror with one locomotor movement
4. End - shadow
5. Frozen shape

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<th>Student Pair Names</th>
<th>Frozen Shape #1</th>
<th>Beginning</th>
<th>Middle</th>
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<th>Frozen Shape #2</th>
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4 Advanced: 5 Yes Answers; 3 Proficient: 4 Yes Answers; 2 Basic: 3 Yes Answers; 1 Approaching: 0-2 Yes Answers
**Individual Performance Rubric: Mirror and Shadow**

**4 Advanced:** Student is focused, (does not laugh, giggle, fake our partner or distracted), follows well, demonstrates strong thinking and improvisation as the leader, can change between mirror and shadow with little or no hesitation.

**3 Proficient:** Student is focused most of the time, follows well, shows some difficulty with leading (might repeat a little or limits the improvisation to similar movements), Can change from mirror to shadow with some hesitation.

**2 Basic:** Student is distracted frequently, can follow most of the time, does not inspire movement as the leader or can only lead and not follow, Hesitates between moving from mirror to shadow.

**1 Approaching:** Student lacks focus for any extended period of time, may only want to lead or follow, or may not be able to do either with coaching from the teacher, confusion with the concept of mirror or shadow.

<table>
<thead>
<tr>
<th>Name</th>
<th>Mirror</th>
<th>Shadow</th>
<th>Transitioning from Mirror to Shadow and vice versa</th>
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### My Mirror and Shadow Dance Worksheet

<table>
<thead>
<tr>
<th>Question</th>
<th>My Name</th>
<th>My Partner’s Name</th>
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<tbody>
<tr>
<td>How many parts were in our dance?</td>
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<td>What levels did we choose for our dance?</td>
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<td>What locomotor movement did we choose for our dance?</td>
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<td>Who was the leader for our dance?</td>
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<td>Did we change leaders in our dance?</td>
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<td>Which do I like best? Mirror or Shadow?</td>
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<td>Write the word here:</td>
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<td>What other pair of dancers did I like and why?</td>
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