

## Kinder Dance Lesson #2

### Body Awareness and Space Moving Safely in General Space

#### Lesson-at-a-Glance

#### Warm Up

Discuss the reason for warm up. Review axial movement. Using musical accompaniment, lead students through axial warm up.

#### Modeling

Discuss and demonstrate the concept of *general space*, *freeze* and safety rules. Chart *locomotor movements*. Using prompts, ask students to move safely while walking, galloping, sliding, etc. and then freeze.

#### Guided Practice

Using musical accompaniment guide students through exploration of locomotor movement in general space. When the music stops, students freeze. Resume moving in general space then freezing safely in personal space.

#### Debrief

Review vocabulary: general space, freeze, locomotor movement and the concept of safety.

#### Extension

Ask students to identify personal (self) and general space as they move from activity to activity during the school day. Alternate the use of axial and locomotor movement while transitioning from one activity to another. Look for cues in books where a character might be using axial and locomotor movements.

#### Materials

CD Player and Music

#### Assessment

Discussion, Q&A, Performance, Checklist and Rubric

#### ELA Standards Addressed

*Vocabulary and Concept Development*: 1.17 Describe common objects and events in both general and specific language.

# DANCE - KINDERGARTEN

## BODY AWARENESS AND SPACE

### Moving Safely in General Space

#### Lesson 2

#### CONTENT STANDARDS

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

#### ESSENTIAL QUESTIONS

- What is general space and what kind of movement can I do in general space?
- What does “freeze” mean in dance and why is it important for safety?

#### OBJECTIVES & STUDENT OUTCOMES

- Students will learn how to move safely general space through performing locomotor movement.
- Students will demonstrate safety by moving and *freezing* when prompted

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

- **Feedback for Teacher**
  - Assessment Check (included)
  - Student response to inquiry
- **Feedback for Student**
  - Teacher response

#### WORDS TO KNOW

- **personal space:** the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Refers to movement around the body axis or within a body bubble. Movement does not travel but is stationary.
- **general space:** the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement and involves all the space in a given area
- **freeze:** to cease all movement for a period of time
- **locomotor movement:** movement progressing through space from one spot to another. Basic locomotor movements include walk, run, gallop, jump, hop, skip, slide, march, crawl, roll, leap.

#### MATERIALS NEEDED

- CD player or a drum\*
- CD's
- “Listen and Move”
- “Isolations”

#### RESOURCES

- *Getting to Know Myself* by Hap Palmer; “Touch”
- *Music and Movement in the Classroom PreK-K;* by Greg Scelsa; “Listen and Move”, “Warmin’ Up #2” and “Can’t Sit Still”
- *Perceptual Motor Rhythm Games* by Capone and Hallum; “Isolations” (with voice cues)
- *Learning Basic Skills Through Music* by Hap Palmer; “Let’s Dance”

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

- Reasons for warming up: to focus attention and getting the body ready to move.
- Review *axial* movement: movement done in personal space (within body bubble). E.g. Bend, twist, and reach in all directions a part of the body or whole body. At least one body part must stay anchored to the ground like the root of a tree.
- Warm up the body and its parts by doing *axial* movement: bending, twisting, reaching, circling, and stomping in as many directions as possible.
  - Prompt students which parts to move (bend your back, circle your ankle, twist your waist, etc.).
  - Remind students of safe movement – no bumping into each other or things in the room.

**Music:** “Can’t Sit Still” (with vocal prompts)

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

- Discuss with students what *general space* is and what kinds of movements can be done in general space.
- What are all the ways we can get from one place to another? (Use an example like moving from the desk to the rug).
  - Walk, skip, gallop, slide, tip-tow, crawl, jump or hop
- Clear a space and select a few students to model *walking* about the room encouraging them not to bump into each other.
- Say **freeze**. Students should freeze in mid step and then take their place with the class.
- Repeat with few more students and another locomotor movement (e.g. gallop) and freeze.
- Repeat with another movement and new students. Freeze.
- Explain and adhere to this **safety rule**: students may not run, fall down or bump into another student or object. Explain **consequences**: students will have to sit down until activity is over.
- Have class move to one side of the room and sit down.
- Lead two or three students at a time across the floor doing a variety of locomotor movements: (gallop, slide, skip, hop, jump, roll, march, crab-walk, skate, tiptoe, etc.) through general space.
- When you and small group reach the other side, ask those students to sit down where they are.
- Return to the larger group, select another two or three students and lead them across the floor doing another locomotor movement.
- Repeat until all students have had a chance to move across the floor.
- After you lead each group, remember to ask the class, “What does it mean to move safely”?

**Music:** “Listen and Move” (with voice cues) or any march or rock type music with a good beat.  
“Isolations”

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

- Tell students that they will move as a group (or you may want to divide the class in half, one group will dance as the other watches).
- Explain and adhere to this **safety rule**: students may not run, fall down or bump into another student or object. Explain **consequences**: students will have to sit down until activity is over.
- You can either dance the entire class or ½ at a time (the other half will watch).
- Tell students they will move then freeze, move and freeze according to your prompts.
- Have the dancing group find their personal space (body bubble) in the room.
- Select a locomotor movement (crawl for example). Say, “crawl” and turn on music.
- Allow students time explore moving while you emphasize safety then say *freeze!*
- Continue with a few more prompts, moving and freezing.
- Switch groups and repeat.
- Reintroduce *axial movement*.

- Beginning with the first group in their personal space, select an axial movement (e.g., bend your elbows) and play music, explore and Freeze! Select another axial movement (twist your waist) play music, explore and freeze!
- Add a locomotor movement (e.g. tiptoe), play the music, explore and freeze!
- Repeat mixing up axial and locomotor movements.
- Continue to remind students to **dance safely**.
- **Note:** Try choosing movements that require balancing. (e.g., prompt students to stand on one foot, or placing one hand and one foot on the floor, balance on a knee and an elbow, etc.). While student is in this balanced position, ask them to twist, turn, bend, etc. a body part, or to try to move around the room in that balanced position.
- **Note:** Eventually, you can call this activity the “Freeze Dance” and do as a reward at the end of each class period.

**Music:** “Warmin’ Up #2” or any fun song that is long enough for students to have sufficient practice time.

**Options and extensions:**

- Call out a student’s name or ask for volunteers to call out a body part to move, a type of locomotor movement, or *freeze*.
- Challenge students to do the “freeze dance” in a line or circle.
- Work with a partner in personal and general space.
  - Stress the concept of near and far.
  - Ask students to dance near to each other and far from each other.
- Select movements from a familiar sport or a chore and identify them as axial or locomotor movements.
- OR divide the class in half. One half dances in personal space while the other half sits and watches (audience). Switch and have the students who were in the audience dance in general space while the other half sits and watches (audience).
- Combine the two groups and have the students dance amongst each other, some in personal, others in general space. Switch.

**DEBRIEF & EVALUATE** (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?*)

- “What is general space (all the space in a given area or in the room) and how do we move in general space (locomotor movement: run, jump, skip, walk, tip-toe, gallop, etc)?”
- “What does it mean to “freeze”?”
- “What does it look like to move safely in space?”

**EXTENSION** (*Expectations created by the teacher that encourage students to participate in further research, make connections, and apply understanding and skills previously learned to personal experiences*)

- Literacy Connection: Read and perform “*The Naughty Shoes*” from *Movement Stories for Children Ages 3-6* by Landalf and Gerke.
- Ask students to identify personal (self) and general space as they move from activity to activity during the school day.
- When transitioning from one activity to another, practice the use of general space:
  - Moving from the desk to the carpet, assign each table a movement: tiptoe, march, walk, crawl, etc.
  - Lining up to go to recess, lunch, bus

**Assessment Check:**

Name \_\_\_\_\_

Student demonstrated the following skills:

Understands and performs “freeze” Yes  No

Demonstrates safe movement in *personal space* Yes  No   
No bumping into objects or peers using axial movement

Demonstrates safe movement in *general space* Yes  No   
No bumping into objects or peers using locomotor movement

**Rubric:**

**3 Proficient** - Student moves safely when prompted through the available space without touching anyone or anything and freezes when prompted with no excess movement.

**2 Basic** – Student moves safely most of the time with minor bumping or loss of control, freezes when prompted with a little hesitation or excess movement.

**1 Approaching** - Student has control and safety problems and does not freeze immediately when prompted. May continue to move for a few seconds.