



Delaware Institute for the Arts in Education
Brandywine School District

I Like the Way You Move: Dance Lessons for Elementary Physical Education

Standards

- Physical Education Standards:
 - PE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - PE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
 - PE Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.
- Dance Standards:
 - Creating (DA:Cr1): Generate and conceptualize artistic ideas and work.
 - Creating (DA:Cr2): Organize and develop artistic ideas and work.
 - Performing (DA:Pr6): Convey meaning through the presentation of artistic work.
 - Responding (DA:Re8): Interpret intent and meaning in artistic work.
 - Connecting (DA:Cn10): Synthesize and relate knowledge and personal experiences to make art.

BrainDance:

- Created by Anne Green Gilbert, Creative Dance Center (CreativeDance.org)
- BrainDance is a full body-brain exercise based on developmental movement patterns that healthy human beings naturally move through in the first year of life. These movements help to integrate reflexes that are the foundation for healthy brain development.
- Eight Sequential Movement Patterns
 - Breath
 - Tactile
 - Core/Distal
 - Head and Tail
 - Upper and Lower
 - Body Sides
 - Cross Lateral
 - Vestibular
- BrainDance can be easily adapted to suit the specifics of your space and the needs of your students. Variations may include execution of BrainDance while seated or laying down. BrainDance can be done to music or performed silently.

Statuesque (Call and Response):

- All dancers will stand in a circle, with enough room to spread their arms without touching anyone else.
- Exercise
 - Each dancer will say her/his and perform a pose or shape that symbolizes an aspect of her/his personality.
 - Everyone will repeat the person's name and her/his movement.
 - This continues around the circle until everyone has had a chance to present.
- Variations
 - Repeat this a second time, maintaining the steady beat.
 - Do the movement without the names.
 - Grow and shrink into the movement. (Think slow-motion.)
 - Pile-on: Four dancers will perform their movements in sequence and then everyone will respond with their movements together.

Sharing

- How do you currently incorporate dance into your lessons?
- What are challenges you face in using dance in your lessons?
- What are some of the PE standards that are a challenge to address? How can we use the elements of dance to address these standards?

Elements of Dance

- ElementsofDance.org
- The Elements of Dance are the foundational concepts and vocabulary that help students develop movement skills and understand dance as an artistic practice.
- **Body Action Space Time Energy**

Elements of Dance: Body

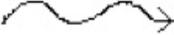
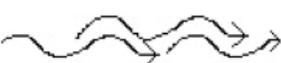
- Circles & Zig Zags
 - This exercise focuses on isolated movement through the various parts of the body. The goal is for dancers to explore movement of the body part, while listening to the verbal cue to change the type of movement. The leader will give the cue "circle" for as long as she/he wants then yell "zig zag" to change.
 - Beginning seated, draw circles with your finger, wrist/hand, head, eyes, nose, feet, legs.
 - Stand up and draw circles with your shoulders, elbows, arms, legs, torso, ribs, hips.
 - Draw circles with your full body.
 - Draw circles on multiple body parts at the same time.
- Stuck On the Floor
 - This exercise focuses on discovering creative movement when one body part is isolated. The goal is for dancers to explore their full range of motion in spite of restrictions.
 - All dancers begin standing for freeze dance.
 - While they are in a frozen state, the teacher proclaims that her/his foot has become stuck to the floor.

- All students are instructed to dip their foot in the imaginary glue and “glue” their foot to the floor.
- Continue with freeze dance with the one foot isolated in place.
- While they are in a frozen state, the teacher proclaims that her/his OTHER foot has become stuck to the floor.
- All students are instructed to dip their other foot in the imaginary glue and “glue” their second foot to the floor.
- Continue with freeze dance with both feet isolated in place.
- You can continue this pattern until both feet and both hands are “glued” to the floor.
- As a final attempt to come unglued, pull and pull and pull your hands and feet and land in the glue on your back. This is the last freeze dance, with your back glued and your hands and feet free.
- Mirrors and Shadows and Flocks
 - The goal of this exercise is to focus deeply and mimic/follow the actions of another dancer. Both of these exercises can be introduced to students in a large group and then adjusted into partner work.
 - Mirror: In a pair, students pick a “leader” and a “mirror.” The leader and the mirror begin facing each other. The mirror follows everything that the leader does without the leader using any words. The leader’s job is to move in such a way that the mirror can successfully follow her/him. Students should take turns being the leader and the mirror.
 - Shadow: In a pair, students pick a “leader” and a “shadow.” The shadow begins by standing behind the leader. The leader will move around the room, performing any dance movement she/he likes, with the shadow following her/his movement. After a time, the leader will turn around to face the shadow, and the shadow becomes the new leader.
 - Flocking: This activity is “shadowing” in a group. One dancer will lead the group and everyone else must follow her/his actions. Variations of this can be done in a cannon (one person goes after the next, similar to The Wave) or rotating to change “fronts” and spontaneously select different leaders.

Elements of Dance: Action

- Traveling/Locomotor Movement
 - Exploring locomotor movement is a great opportunity to work with a large class and really burn off a great day of energy. This overall goal is to discover a wide variety of movement styles that a dancer can use to get from one place to another.
 - Traveling actions
 - *Pedestrian Movement:* Crawl, creep, roll, scoot, walk, run, slide, skip, swing, jump, leap, hop
 - *Dance Terminology:* Chasse (side gallop), chasse (front gallop, switching legs), releve walk (on the metatarsal), passe walk (working foot comes to standing knee), grand battment (large kicks/beats), grand jete (large leap), saute (jump), lateral pull (side drag), chaine turns (turns in a chain)
 - Variations
 - One at a time, or in groups beginning together
 - Relay race

- Obstacle course
- Laban Effort Actions
 - Rudolf Laban was a movement theorist, choreographer, and dancer who categorized human movement into four component parts: Direction, Weight, Speed, Flow
 - The goal of this activity is to explore the full variety of movement options, as understood through Laban's Efforts.
 - Walking
 - Fast – Slow
 - Light – Heavy
 - Direct – Indirect
 - Prompts: Move like...
 - You just ate a massive Thanksgiving dinner.
 - The room is suddenly devoid of gravity.
 - The room has filled up with molasses. You have to wade through it.
 - Your bones are made of metal, and your joints are extremely rusty.
 - Efforts

<u><i>LABAN EFFORT/SHAPES</i></u>		
	HEAVY	LIGHT
DIRECT	Pushing 	Gliding 
	Wringing 	Dabbing 
INDIRECT	Shoving 	Floating 
	Twisting 	Flicking 

- Once the students have an understanding of the types of efforts, you can use these efforts as a directive in instruction.

Elements of Dance: Space

- Walking Greetings

- The goal of this exercise is for each dancer to explore her/his body in space and to notice and space all the available space in the room.
- Dancers begin walking through the space at any tempo that feels comfortable.
- As they continue to walk, the teacher provides direction:
 - Make eye contact with another dancer.
 - Do a nonverbal greeting.
 - Allow your arms to make larger movements.
 - Change direction.
 - Pause and breathe.
 - Move at a high or low body level.
 - Make yourself smaller or larger in the space.
 - Fill the empty space in the room.
- Living Sculpture
 - The goal of this exercise is to explore the negative space in and around other dancers. This requires dancers to be very conscious of their personal space and body control. They also must exercise patience and team work.
 - One dancer creates an interesting body shape.
 - The next dancer adds to her/his shape either by connecting a body part, or by connecting in the first dancer's negative space.
 - Each dancer adds on progressively until all the dancers have formed a large sculpture.
 - Dancers must get out of the sculpture in the same order they created it. The first dancer is the first one to exit.
- Sculpture Museum
 - The goal of this exercise is to explore the negative space in and around other dancers. This requires dancers to be very conscious of their personal space and body control.
 - Half of the dancers spread out in the dance area and create a sculpture pose.
 - The other dancers can move around and through them with creative movement.
 - A dancer can "replace" a sculpture by taking its shape.
 - The newly freed dancer can now explore the negative space of the other sculptures.

Elements of Dance: Time

- Time is an element of dance that is most frequently imposed by the music selected for class. However, there are still opportunities to explore and manipulate time in dance.
- Growing Trees/Melting Ice
 - The goal of this exercise is move creativity while changing the duration of a movement.
 - Dancers will begin at a low level on the floor.
 - At the direction of the teacher, dancers will imagine that they are seeds growing out of the dirt, unfurling their leaves, spouting blossoms, and stretching up and out.
 - Dancers will perform a slow tree dance, noticing how the wind can blow in their branches.
 - As the wind gets colder and colder, the tree eventually freezes in ice.
 - As spring returns, the ice melts SLOWLY to the ground to water the next seed.
- Slow Motion/Fast Forward
 - The goal of this exercise is to notice how speed changes or doesn't change a dancer's movement.

- This activity can be performed with any movement, but locomotor movement is repetitive and easy to manipulate.
- Pick any locomotor movement for the class to do across the floor. On their first passage, use a moderate tempo. Next use a very slow tempo. Last use a very fast tempo.
- Repeat this with a few different movements.
- Discuss: Which movements seemed to work best at a modern, fast, or slow speed?
- Create a locomotor phrase that highlights a few different tempos.

Elements of Dance: Energy

- Energy is the element of dance that is the storytelling element. It is the method by which the dancer and choreographer communicate their story to the audience.
- How Do You Feel?
 - The goal of this exercise is to embody and communicate various emotions through movement.
 - Dancers will begin this exercise standing in a circle.
 - One dancer will suggest an emotion or feeling and physically demonstrate that emotion to the group. The group will then repeat the movement or gesture.
 - Variations:
 - Someone can suggest an emotion, and everyone will respond to it simultaneously.
 - Teacher (or student leader) can create a movement phrase that is repeated with various emotions. Notice: How must we adjust the elements to best suit a different emotion.
- Partnering/Weight Sharing
 - The goal of this exercise is to work in conjunction with a partner. Students will focus on sharing their personal space and being supportive of each other.
 - Finger Dance: Dancers will begin seated in pairs, facing one another. Placing the tip of the index finger together, they will explore connected movement. There is no leader in this instance, as both partners work together in creating and responding to the movement.
 - Finger Five: Dancers will stand in pairs, facing one another. Placing all ten fingertips together, they will explore connected movement. How much can each pair move without losing contact, fingertip to fingertip?
 - Full Hand Five: Dancers will stand in pairs, facing one another. Placing their palms together, they will take turns pressing/leaning into one another. How can you manipulate your body shape, while maintaining connection and supporting your partner?
 - Leaning Away: Dancers will stand in pairs, facing one another. Holding hands, they will lean away from each other. How can you manipulate your body shape, while maintaining connection and supporting your partner?