

## **Grade 4 – Arts Education Dance**

Shapes and Relationships

1 hour lesson

**Outcome CP 4.2** Express ideas using the elements of dance including:

- Actions (identify dance steps such as schottische, polka, grapevine, and step hop)
- Body (body parts leading movements)
- Dynamics (duration, speed, and force)
- Relationships (alone, partner, small groups)
- Space (asymmetrical, and symmetrical, creating and recalling pathways)

### **Indicators**

g. Create a variety of dance relationships, alone, with a partner, and in small groups.

- i. Create asymmetrical and symmetrical shapes in dance expressions.

### **Creative dance concept –**

*Shapes/Relationships – exploring and creating symmetrical and asymmetrical shapes that are angular, curvy and straight alone and in groups.*

### **Brain dance concept –**

*Understanding and demonstrating the eight brain dance actions on the floor.*

### **Five Part Lesson Plan -**

#### **1. Warm up/ Introduction –**

Rhymes – ‘I shake my hands, ‘I stretch my arms’

‘Now I’m jumping, now I’m jumping, turn around, turn around, creeping, creeping, creeping, make a shape, make a shape.’

Introduce the concept of asymmetrical and symmetrical shaping, filling in negative space and working together to create sculpture.

Warm up exercise – Sculptor, Model, Clay

In groups of three each person has one role. The model makes a shape, with their eyes closed the sculptor molds the clay after the model. Using touch and sensations. Switch roles.

*Music – Eric Chappelle ‘When Will I See You Again’*

## **2. Exploring the Concept-**

Shape Museum with mirroring and puzzle shapes

Introduce filling in shapes and copying shapes.

Puzzle shapes - Separate the class into two groups one group in the center (statues) the other on the periphery (guests). The statues make a shape when the music starts, the guests enter the museum fills in the puzzle shape and the original statue dances away and joins another shape while the original partner makes a new shape.

Mirroring – Instead of filling in the shape of the statue copy the shape and when the statue dances away make a new shape that is the opposite. Example – if you copied a symmetrical shape the next shape you would make would be an asymmetrical shape.

*Music – Eric Chappelle ‘Chirpa, Chirpa’*

## **3. Skill Development –**

Across the floor actions to stimulate cross lateral patterning and strength in the limbs and tracking of the eyes.

Lizard crawl – Pushing with the feet and reaching with the hands

## **4. Creating –**

In partners or small groups have students create a short phrase that includes two different shapes and a locomotor movement. Show and respond.

*Music – Allow students to choose. (notice how different music selections changes the feeling of the phrase)*

## **5. Cool Down**

Explore and demonstrate the actions of the Brain Dance. Pass out BD action cards and have students teach their action to the rest of the class.