

My Dancing Brain

3

Essential Question:
How can I use brain dance to regulate my behavior and still have fun creating?

I can use language of dance to communicate my learning needs.

I can use dance to self regulate.



I can create dance and respond to dance I see.

Created by
Ashley Johnson
Living Sky School
Div. No 202
Dancer in
Residency
program

Abstract: this unit will explore ways to use brain dance, the language of dance and creating dance to help students self regulate.



Living Sky School Division no. 202

Grade 3

Dance

Outcomes:

CP 3.1
CP 3.2

Subject: Arts Education, dance

Outcome: CP3.1

Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.

Indicators:

- Generate ideas for stimuli as starting points for dance compositions (e.g., plant growth in science, lines in a poem, music, personal experience, tradition, memory).
- Ask questions about the stimuli to contribute to dance-making inquiry (e.g., How else could we represent that same feeling in movement?).
- Create a wide variety of movements to a given stimuli.
- Generate a range of alternatives for representing movement ideas and solving movement problems.
- Reflect on which movements worked best and adjust own work accordingly.
- Combine movements into dance phrases that have a beginning, middle and end.

Outcome: CP3.2

Create dance phrases and sequences that demonstrate understanding of the elements of dance including:

- actions (five basic jumps)
- body (zones and areas)
- dynamics (extremes of speed, duration, varying forces)
- relationships (range)
- space (create and recall combinations of pathways and directions).

Indicators:

- Generate movements in order to represent own movement ideas.
- Apply knowledge of body zones including right side, left side, front, back, upper half, and lower half to own movements.
- Apply a wide variety of actions including the five basic jumps of leap, hop, jump (from two feet to land on two feet), sissone (from two feet to land on one foot), and assemble (from one foot to land on two feet).
- Apply a variety of dynamics including moving with the extremes of speed (fast and slow), duration (short and long), and varying forces (strong and light).

- Demonstrate that energy is on a continuum of a little to a lot and apply to own movement explorations and dances.
- Apply a range of relationships to dance compositions (e.g., beside, above, in front, behind).

Questions for Deeper Understanding:

- How can I use the language of dance to communicate my learning needs?
- Can I distinguish the elements of Brain Dance that help me feel more regulated?
- Can I create my own dance sequences and respond to other's dance sequences?

Students will know:	Students will do:
<p>Dance can be movements in response to stimuli</p> <p>Dance uses elements</p> <p>Dance language to describe their dances</p> <p>Use Brain Dance help self regulate and ready for learning</p>	<p>Create dance phrases and sequences understanding the elements dance</p> <p>Uses elements of their environment as stimuli</p> <p>Create movements and patterns in response to stimuli</p> <p>Improvise to a changing environment</p> <p>Use Brain Dance to self regulate</p>

Assessment

Formative	Summative
<p>Practice dance language and elements as a group</p> <p>Explore creating dance phrases</p> <p>Use dance language to talk about the dances</p> <p>Write or explain an exit card about an element of dance used during class</p> <p>Acknowledge each other's strengths</p> <p>Lead Brain Dance activities with the class</p> <p>Choose Brain Dance activities to help regulate</p>	<p>Create a dance phrases reflect on the elements and how I feel after dancing</p> <p>Respond to someone else's dance and its elements</p> <p>Use of dance language to describe dances as created by self and others</p> <p>Use Brain Dance language and concepts to self regulate when feeling unregulated and explain why choosing that dance tool/activity</p>

Rubric

Grade 3 kid friendly	4	3	2	1
I can make my own dances using lots of variation; I can improvise using my	I make and can explain my dances really well. I can talk about how I feel about my	I can make my own dance using the environment around me. I can improvise	With help I can make my own dance using the environment around me. I	Even with help I cannot make my own dance.

environment.	dance and all the pieces that went into my dance using my environment and sometimes improvising.	solution when there are changes in my environment.	can improvise solution when there are changes in my environment.	
I make my dances using the elements of dance and understand that variation makes dance interesting.	I make dances that use many of the elements of dance. I can explain why I chose the elements of dance that I used. I understand and can explain why I used the elements of dance I chose.	I can make dances that use many of the elements of dance. I understand how the elements of dance can fit together and can give an explanation of my dance.	With help, I can make dances that use many of the elements of dance. I understand how the elements of dance can fit together and can give an explanation of my dance.	Even with help I have difficulty making a dance.
I use dance language to explain my dances.	I can use dance words to respond to other and my own dances	I understand dance words and use them sometimes	I understand dance words but do not communicate with them	I do not understand dance words
I can use Brain Dance words to explain my needs.	I can use the language of Brain Dance to explain the elements I am using and why.	I can use the language of Brain Dance.	With help, I can use the language of Brain Dance.	Even with help I have difficulty using the language of Brain Dance.
I can recognize I need to dance to make myself more ready to learn.	When I am feeling restless I can use Brain Dance to help me be ready for learning, I can explain why I using the Brain Dance pattern	When I am feeling restless I can use Brain Dance to help me be ready to learn.	With help, I can use Brain Dance to help me be ready to learning.	Even with help I have difficulty using brain dance.

	or action.			
--	------------	--	--	--

Learning Plan

This unit is done in two stages –

- 1- A series of dance classes (6) looking at three dance concepts and the basics of the brain dance pattern. During this series the students develop both physical skills and language skills that can translate into the classroom in stage 2.
- 2- A dance activity is linked to each subject and used as a movement break when transitioning between subject areas. A chart in stage two outlines how to link dance activities from the lessons to specific subject areas for a crossover of skill.

Stage One: Dance Classes

The students will begin with six dance lessons over four weeks. A new dance concept is introduced every second lesson.

Example – Lesson 1 – Introduces and explores body parts.

Lesson 2 – Refines skill surrounding body parts and works to create phrases.

The purpose of the 45 minutes lessons is to familiarize the students with the Creative Dance and Brain Dance concepts. Through this process the students should begin to understand their own individual needs and the dance activities/tools that help them to feel more balanced. (See Lesson Plans)

Through exit slips and reflection the students should begin to find themselves and their individual needs.

Each lesson is structured in the five part lesson plan format –

Part 1 – Introducing the concept and warm up

Part 2 – Exploring the concept

Part 3 – Skill development

Part 4 – Creation and improvisation

Part 5 – Cool down, Exit slip

Stage Two: Transition into the Classroom

After a series of dance classes are completed the classroom works to integrate elements/activities and tools practiced in dance class into everyday learning. Through assessing . By focusing on the students needs we can help the regulate before beginning the learning activity

For example:

Subject Area	Learning Focus	Dance Activity/Brain Dance Patter	
Math	Reduction of anxiety	Balloon breaths into different parts of the body, sound vibration awareness, belly crawling (<i>breath, cross lateral</i>)	Calming music combined with breath and floor work centers and grounds the student for learning.
Math	Reduction of anxiety	Four types of touch – tap (pat), brush, squeeze, scratch (<i>tactile</i>)	Tactile stimulation acts to regulate the nervous system.
Math	Reduction of anxiety	Rocking, rolling or spinning in a variety of relationships to space, ie. Chair, knees, belly, standing, seat. (<i>vestibular</i>)	Vestibular input creates a calming response and aid visual focus.
Writing	Hand eye co-ordination	Chopsticks – with a partner, in a group. (<i>upper lower, body side</i>)	Co-ordinating the movement of the chopsticks in both leading and following aids

			development of focus and hand eye co-ordination.
Reading	Eye tracking	Zombie and Magician (<i>body side</i>)	Alternating following the scarf with the eyes and then with the whole body aids in the eyes ability to track vertically and horizontally.
Other	Social interaction/personal space	Shape museum with puzzle shapes.	Students navigate their own and their partners personal space boundaries as they fit their puzzle piece in without touching the other person
Other	Core Strength	Belly crawling, hand and knees crawling, bear walking thread the needle and log rolls. (<i>cross lateral, vestibular</i>)	Floor work in crawling and rolling aids in development of core strength and strength of the limbs.
Other	Memory Recall and Focus	Front to Front, crossover body game, any rhyme activity. (<i>cross lateral</i>)	Use of rhythm with body patterns aids the student in focus the attention on

			the activity as well as remembering and recalling both the rhyme and the pattern.
--	--	--	---

We use a short rubric to self track how we feel before and after our mini brain breaks.

Date

Class

How am I feeling?



I am ready to learn yes/ no

The students will learn how to track their feelings and readiness to learn. They will learn how to employ various strategies of self-regulation and apply them to the situations they are in.

Lesson Plans

Grade 3- Arts Education Dance Lesson 1 (45 minutes)

Outcome CP 3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:

- Actions (basic jumps)
- **Body (zones)**
- Dynamics (speed, force)
- Relationships (range)
- Space (directions and pathways)

Indicators –

- a. Generate movements in order to represent own movement ideas.
- b. Apply knowledge of body zones and initiating from body parts

Creative dance concept –

Body parts – Identify and create movement sequences initiating with different body parts.

Brain dance concept –

Focus/memory recall – Using crossover activities stimulates brain function while recalling and remembering dance sequences.

Five Part Lesson Plan -

1. Warm up –

Head, Shoulders, Knees and Toes

Begin with regular rhyming and chorus (arm up, up, arm down, down, arms crossed high to low, left and right, boogie down)

Do with music

Repeat same rhymes but do the actions opposite (retrograde) starting at the toes. Chorus opposite (arm down, down, arm up, up, arms crossed low to high, right to left, boogie down)

Music: Mos Def Quiet Dog

Crossover Body Game

Leader says out loud 'ear' and touches a different part of their body ie. Nose. Followers must follow the auditory cue while looking at the leader touching the wrong body part. Repeat.

- *Note - the brain creates visual patterns to remember the sequence of actions especially in the face when disconnecting language from gesture. Aids in cognitive processing, development of problem solving skills, and memory recall.*

2. Exploring the Concept -

Thread the needle with chopsticks

Explain how connecting and initiating with body parts creates shapes in both **self and general space**.

Activity done in partners one partner makes a stationary shape while the other threads the chopstick through the negative space. Music stops and dancers move using follow the leader through **general space**. Repeat whole sequence changing roles.

Reflection – What makes a good leader and follower?

- *Note - use of partner work with negative space builds spatial orientation skills as well as appropriate social interaction.*

Music: Ski Reel – Eric Chappelle (volume II)

3. Skill Development / Creating (group) -

Use the chorus of the warm up chorus (arm up, up, arm down, down, arms crossed high to low, left and right, boogie down) to create a variation using different body parts.

Use a dance element to create a new variation off of the theme (direction).

- *Note - remembering and recalling dance phrases promotes focus and memory recall.*

5. Cool Down -

‘The Blob’ with chopsticks

Activity done in a big group with eyes closed. Connect a single chopstick to the palm of the hand and then to the palm of your neighbors hand. Eventually forming a large group attached by chopsticks, try to move ‘the blob’ around the room without dropping the chopsticks.

Reflection – What makes a good leader and follower?

- *Note - using the hands to lead and follow promotes fine motor coordination as well as internal and external sensing.*

Exit Slip – Move through space leading with a body part. Are you dancing in self or general space?

Grade 3– Arts Education Dance Lesson 2 (45 minutes)

Outcome CP 3.1 Generate a variety of alternatives and solutions in movement explorations using the environment.

Indicators –

- c. Create a wide variety of movements to a given stimuli.
- f. Combine movements in to dance phrases that have a beginning, middle and end.

Outcome CP 3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:

- Actions (basic jumps)
- **Body (zones)**
- Dynamics (speed, force)
- Relationships (range)
- Space (directions and pathways)

Indicators –

- a. Generate movements in order to represent own movement ideas.
- d. Apply a variety of dynamics including moving with extremes of speed, duration and varying forces.

Creative dance concept –

Body parts – Identify and create movement sequences initiating with different body parts.

Brain dance concept –

Focus/memory recall – Using crossover activities stimulates brain function while recalling and remembering dance sequences.

Five Part Lesson Plan -

1. Warm up -

Brain Dance Breaks

Head, Shoulders, Knees and Toes

Begin with regular rhyming and chorus (arm up, up, arm down, down, arms crossed high to low, left and right, boogie down)

Do with music

Repeat same rhymes but do the actions opposite (retrograde) starting at the toes. Chorus opposite (arm down, down, arm up, up, arms crossed low to high, right to left, boogie down)

- *Note - the brain creates visual patterns to remember the sequence of actions especially in the face when disconnecting language from gesture. Aids in cognitive processing, development of problem solving skills, and memory recall.*

Music: Mos Def Quiet Dog

2. Exploring the Concept -

1 - Thread the needle with chopsticks

Explain how connecting and initiating with body parts creates shapes in both **self and general space**.

Activity done in partners one partner makes a stationary shape while the other threads the chopstick through the negative space. Music stops and dancers move using follow the leader through **general space**. Repeat whole sequence changing roles.

Reflection – What makes a good leader and follower?

Music: Ski Reel – Eric Chappelle (volume II)

2 – Zombie and Magician

Explain the roles of zombie (follows the movement of the scarf) and magician (moves the scarf). Partners start face to face when the magician moves the scarf the zombie follows with just his/her eyes. Progression two – the zombie moves his/her whole body through levels following the scarf. Progression three – the zombie

moves his/her whole body through general space following the scarf. Change roles and repeat.

Music: Western East

Reflection – What makes it difficult/easier for your partner to follow you?

- *Note - use of partner work with negative space builds spatial orientation skills as well as appropriate social interaction.*

Music:

3. Skill Development / Creating (group) –

Theme and Variation

Using the simple theme (8 counts) –

Arms up up (2 counts)

Arms down down (2 counts)

Arms cross up down up down (4 counts)

Reflection - What was the main body part used in the theme? (arms)

Create a variation using dance by chance (8 counts) –

Using a list of body parts choose a number count through the body parts to get to a new part. Substitute a new body part for each section of the theme.

Note - remembering and recalling dance phrases promotes focus and memory recall.

5. Presenting –

Each dancer has a chance to show the new theme and variation dance phrases.

6. Cool down –

Rhyme – ‘Miss Mary Mack’

(Rhymes in ‘Resources’ – Cross Lateral)

Exit Slip – Show me an action, using and naming the body part, that crosses the center of the body.

Grade 3 - Arts Education Dance

Lesson Plan 3 (45 minutes)

Outcome CP 3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:

- Actions (basic jumps)
- Body (zones)
- Dynamics (speed, force)
- Relationships (range)
- **Space (directions and pathways)**

Indicators –

b. Apply knowledge of body zones including right side, left side, front, back, upper half, and lower half to own movements

g. Apply a wide range of relationships to dance compositions (in front, behind).

Creative dance concept –

Direction – Experiment how actions change as the directional facing shifts.

Level - Experiment how actions change as the level changes.

Brain Dance concept –

Spatial Orientation – frequent changing of level and direction while moving through space in a group of people aids in spatial orientation and the development of personal space.

Five Part Lesson Plan -

1. Warm up/ Introduction –

Introduce level (demonstrate three levels in space). Move through space in each of the three levels. Introduce direction (show three directions in space) move through space in each direction.

1 – Head and shoulders warm up with directional and level variation. Dance the sequence facing direction and then on the floor and standing on a chair (explained in last lesson).

2. Exploring the Concept–

Learn the basic front to front series with a partner (start in a circle formation so as to easily transition into a grand round sequence) –

Front to front
Back to back
Front to front
Clap clap clap

Front to front
Back to back
Front to front
Stomp stomp stomp

Front to front
Back to back
Front to front
Balance

What directions did we use in the previous combination?

Music: Basic drum beat

3/4. Skill Development/Creating -

Take the simple phrase from the opening combination (theme) –
Up, up, down, down, up cross down, up cross down.

Create a variation –

Split students into groups of two or three and have them create a 16 count variation on the theme incorporating a change in level or direction.

Music: Mos Def Quiet Dog

5. Cool Down -

Watch and respond to dances created.

What dance elements did you see?

Exit Slip: Self assessment – Rate yourself using 1,2, or 3 with your fingers and discuss in the group or with a partner one thing you can improve on the next time you dance the combination. Dance the combo for a second time.

Grade 3 - Arts Education Dance Lesson Plan 4 (45 minute lesson)

Outcome CP 3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:

- Actions (basic jumps)
- Body (zones)
- Dynamics (speed, force)
- Relationships (range)
- **Space (directions and pathways)**

Indicators –

b. Apply knowledge of body zones including right side, left side, front, back, upper half, and lower half to own movements

g. Apply a range of relationships to dance compositions (eg. In front, behind).

Creative dance concept –

Direction – Experiment how actions change as the directional facing shifts.

Level - Experiment how actions change as the level changes.

Brain Dance concept –

Spatial Orientation – frequent changing of level and direction while moving through space in a group of people aids in spatial orientation and the development of personal space.

Five Part Lesson Plan -

2. Warm up/ Introduction –

How can I move up and down while moving forward and back?

How can I move side to side while moving forward and back?

1 – Head and shoulders warm up with directional and level variation.

Formative Assessment: Using a 1,2 or 3 with the fingers rate how well you are able to dance the combination with directional changes.

3. Exploring the Concept–

Use the second part (chorus) of the warm up and dance it in four different directions and on a high level and a low level.

Experiment with different levels creating balances on a chair. High level, low level, middle level, forward facing balance, backward facing balance, side balance.

Music: Mos Def Quiet Dog

3/4. Skill Development/Creating –

Learn the basic front to front series with a partner (start in a circle formation so as to easily transition into a grand round sequence) –

Front to front
Back to back
Front to front
Clap clap clap

Front to front
Back to back
Front to front
Stomp stomp stomp

Turn and turn
Turn and turn
Turn and turn
Clap clap clap

Turn and turn
Turn and turn
Turn and turn
Stomp stomp stomp

Looking at specifics of technical skill – Half turn (front to front, back to back), focusing on the back wall and focusing on your partner. Full turn (turn and turn), getting off the floor landing front and focusing on your partner.

Music: Any music with a strong beat.

5. Cool Down –

Sound Vibration –

- 1.) Lie down on your back/side/belly listen to the drum, where do you feel the vibration of the beat?

What percentage of the body is water? 75%.

What are you sensing when you notice the vibration in different parts of the body? The movement of water responding to sound vibration.

Exit Slip – How do I feel after sensing my body and feeling vibrations?

Grade 3 - Arts Education Dance Lesson Plan 5 (45 minute lesson)

Outcome CP 3.1 Generate a variety of alternatives and solutions in movement explorations using the environment.

Indicators –

e. Reflect on which movements worked best and adjust own work accordingly.

Outcome CP 3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:

- Actions (basic jumps)
- Body (zones)
- **Dynamics (speed. force)**
- Relationships (range)
- Space (directions and pathways)

Indicators –

a. Generate movements in order to represent own movement ideas.

f. Demonstrate ways of grouping speed and duration to form rhythmic patterns.

Creative dance concept –

Rhythm – Understand the basics of pulse and pattern. Be able to differentiate between fixed and unfixed rhythm.

Brain dance concept –

Language Development – training in rhythm aids dancers to develop language and conversational skill.

Five Part Lesson Plan -

1. Warm up –

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

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

Introduction –

Find your heart beat and your pulse, is it a fixed rhythm? Run on the spot for 30 seconds, is it still a fixed rhythm?

2. Exploring the Concept-

Finding the pulse in your body parts – knees, spine, hips, head, arms, feet.

Walking across the floor in time with the music.

Finding the one – Sitting on the floor clap on the one and three, clap on the two and four.

Add in different body rhythms – slap, clap, stomp.

3. Skill Development

Creating and dancing across the floor slap, clap, stomp rhythms that transition into walking and end with chair balancing.

4. Creating

Create name rhythms using the syllables of your name. Example four actions for Ash – ley John – son.

Show name rhythm to peers and reflect on which actions worked best with the syllables of the name.

5. Cool Down –

Sound Vibration –

- 2.) Lie down on your back/side/belly listen to the drum, where do you feel the vibration of the beat?

What percentage of the body is water? 75%.

What are you sensing when you notice the vibration in different parts of the body? The movement of water responding to sound vibration.

Exit Slip – Dance me your name using a body rhythm.

Creative Dance Concept -

Rhythm – Understanding the difference between fixed and unfixed rhythm and being able to connect with the internal rhythms of breath and pulse.

Brain Dance Concept -

Brain Dance - Understanding all eight patterns and practicing them in sequence on the floor and in standing. Noticing how the BD and internal sensing helps me to feel more aware and prepared for class.

1. Introduction -

Find your heart beat and your pulse, is it a fixed rhythm? Does it repeat? Can you play your heart beat on the floor?

Lay down and notice your breath, is it a fixed rhythm? Does it repeat in a specific pattern? What changes the speed of your breath? Where does your breath come from?

2. Exploring the Concept-

Moving through the patterns on the floor in **self space**
Experimenting with changes in speed and breath.

Breath – Balloon in the belly – Lying on the back notice where the breath is coming into the body place your hands in the area. Try the exercise a second time directing your breath to other areas of your body ie. Belly, back, chest. After doing this a couple of times come back to the first trial and notice is your breath naturally comes into a different place in the body.

Tactile – Types of touch – Gently pat, tap, squeeze and brush all parts of the body and notice if there is one type of touch you like the best. How does that type of touch make you feel? Could you use it outside of the class room to help you to calm down?

Core Distal – X, O's– Curl up into a tiny 'O' on your side and slowly stretch into an 'X' shape lying on your back. Do this action using a yawning action and notice how you feel after you've done a series of 'X,O's.'

Head Tail – Cobra – Lying on your belly push down with your hands and arch your back as your look forward and make a 'hiss' sound. Connect the hiss with the exhale and the belly lying with the inhale.

Upper Lower – Angel wings and frog kicks – Lying on your back make big circles with your arms. While keeping your toes on the floor kick your knee up towards your elbows, one at a time.

Body Side – The book – Lying on one side, elbows and knees bent, start to roll over leading with the free arm and leg, repeat other side. Can I move one side of the body while keeping the other side still?

Cross Lateral – Lizard crawl – Belly crawling across the floor, tracking a scarf with the eyes.

Vestibular – Log roll, thread the needle – Rolling across the floor while tracking the eyes on a scarf to maintain a straight line in space.

What Brain Dance pattern do I remember doing? What BD pattern do I find the most enjoyable? Do I practice any of these patterns outside of dance class?

3. Skill Development

Dancing the BD in standing, figuring out as a group how to transfer the patterns to standing from sitting.

4. Cool Down –

Sound Vibration –

- 3.) Lie down on your back/side/belly listen to the drum, where do you feel the vibration of the beat?

Exit Slip: Do I feel different than when I began dance class? How so? What do I remember from class today?