

# Grade 4 – Arts Education Dance

## Body Parts

### 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

b. Demonstrate various ways that body parts may initiate a movement.

d. Copy movement phrases as demonstrated, and create own movement phrases.

### 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 1

#### 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.*

### **3. Skill Development –**

Review body parts used so far and create a dance phrase (**theme**) initiating and connecting body parts –

Example –

16 counts – Arms

16 counts – Hips

16 counts – Head

8 counts – legs and feet

Add **place variation**, alternate moving through **self and general space**.

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

#### 4. Creating -

Using the four part outline, create a dance phrase in a small group (**theme**) with a single dance concept **variation**. Show and respond to peer created dance phrases.

- *Note - creation and performance of finished work promotes self- confidence as well as leadership and group skills.*

#### 5. Cool Down -

Lead and Follow with chopsticks

Activity done in partners, the dancers balance two chopsticks between their index fingers. One partner is the leader (eyes open) one partner is the follower (eyes closed). They experiment with moving through both **self** and **general space**. Repeat the sequence changing roles.

Reflection - What makes a good leader and follower?

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