**Learning Through Dance and Creative Movement**

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| **Physical Domain** | **Creative Dance Activity** | **Brain Dance Activity/Pattern** | **Purpose** |
| Locomotor movements | Freeze dance, obstacle course (hopping, leaping), spot dancing (moving through different levels) | *Head Tail* – bouncing, *Cross lateral* – belly crawling, bear walking, skipping  *Vestibular* – turning, rolling | Training a variety of locomotor movements promotes full body strength and awareness of self and other. |
| Balance | Freeze dance (freezing in balance), obstacle course (chair balancing) | Whole BD facilitates increase in balance  *Body Side –* Moving one side of the body while stabilizing the other  *Vestibular –* Spinning and freezing | Balance exercises build strength, eye tracking skill and vestibular development. |
| Space awareness | Obstacle course (moving through classroom), Free dance in gym, Finding my bubble, partner dancing | BD travelling patterns | Spatial awareness keeps me safe in a variety of situations and assists in appropriate social engagement. |
| Fine motor | Spot and wand dance (paint brush with foam stick and scarf stuck in stick) | *Breath* ‘Bubble gum’ – Fingers and toes, | Fine motor skill development facilitates writing, cutting and other skills necessary to learning. |
| Body awareness | Moving in self and general space in different ways | *Tactile* ‘Hickory dickory’ – self touch,  *Vestibular* – rolling, crawling. | Body awareness facilitates confidence, personal safety and easefulness in moving. |
| Eye tracking | Paintbrush (spot and wand) painting shapes in space and watching scarf | *Eye tracking* – tracking the thumb vertically and horizontally  *Cross lateral* ‘Mary mack’ – watching hand reaching | Eye tracking builds a foundation for reading. |
| Arm and leg strength | Getting up and down off the floor, Spot and wand dance (painting shapes with wand), arm balancing, one leg balances | *Upper Lower* ‘I shake my hands, kick my feet’  *Cross lateral* – bear walking, lizard crawling. | Limb strength assists in fine motor skill development and endurance. |
| Core strength | Moving through levels (high, middle, low), | *Core Distal* ‘Twinkle, twinkle’ – curling and reaching,  *Head Tail* – ‘Bounce like a ball’ belly crawling | Core stability assists in sitting, paying attention and distal strength. |
| Mouth/tongue strength | Mouth and tongue movements, sounds | Across all patterns – ‘lizard, puppy, bear, human’ | Oral motor skills aid speech development. |

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| **Intellectual Domain** | **Creative Dance Activity** | **Brain Dance Pattern/Activity** | **Purpose** |
| Imagining new ways to move | Spots and wands, freeze dance | Introducing BD actions and then having free play time | Using materials and movement in different ways permits students to represent their ideas and share their thoughts and feelings. |
| Making shapes | ‘Spelling’ my name, shapes with different body parts (fingers, legs, arms, whole body), seeing shapes in my environment and making them with my body or my partner | *Core Distal* ‘Popcorn’ – tiny and small shape, big and tall shape | Describing the shapes made with your body and materials while moving, assisting students in recognizing and describing the attributes of items. |
| Counting | Obstacle course – counting spots, circle dancing – counting to 16 | *Breath* ‘Bubble gum’ | Counting while dancing and moving models the use of numbers and numeracy concepts in everyday play/explorations. |
| Exploring Direction/position | Spot dance – dancing in self and general space | Doing rhyme motion patterns | Authentic/intentional use of position/direction language through dance reinforces position & direction concepts. |
| Increasing Vocabulary | Invitations to respond verbally about my dancing | Singing rhymes | Modeling new vocabulary in context provides students with stimulating experiences to explore and expand the use of concepts. |
| Memory recall and focus | Obstacle course – recalling pattern/action in space | All BD rhymes and motion patterns | Developing memory recall skills aid in all aspects of future learning. |
| Following directions | Completing obstacle course, circle dancing with a group | BD rhymes and motion patterns or regular BD with CD | Providing activities that include several steps develops students’ understanding and use of sequencing concepts like; before, after, first, then, etc. |
| Engaging with sound and word play | Making animal sounds | Singing rhymes | Repeating familiar songs/chants provides opportunities for students to play with sounds and words. |

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| **Spiritual Domain** | **Creative Dance Activity** | **Brain Dance Pattern/Activity** | **Purpose** |
| Responding to music | Freeze dance, instrument play | Singing rhyme and rhythm patterns | Involvement with music and movement aids children in noticing and focusing on new experiences. |
| Sense of awe and wonder at movement of materials | Scarf dancing, spot and instrument dancing | BD patterns with scarf | Participation using movement materials encourages children to express their excitement and enjoyment. |
| Sense of awe at what my body can do | Observing my peers dancing, reflections – How does dancing make me feel? | Noticing and talking about improvements in BD motion patterns | Noticing shifts in my body assists in increasing my body awareness and confidence in movement. |

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| **Social/Emotional Domain** | **Creative Dance Activity** | **Brain Dance Pattern/Activity** | **Purpose** |
| Dancing with my friends | Most group creative dance activities | BD with a partner or in a small group | Providing opportunities to dance with peers assists children in cooperating, taking turns, sharing materials and working together. |
| Trying new experiences | Trying new dance activities, making up my own dances | Making up rhymes to pair with actions or actions to pair with rhymes | Encouraging children to create and participate in dance activities assists in developing their self-worth, sense of belonging and creative expression. |
| Identifying how I feel | How does dancing make me feel? | What BD pattern or rhyme helps me to feel calm, etc? | Talking about emotions in everyday situations assists children in identifying and communicating how they feel. |
| Calming Strategies | Slow improvised floor work, rolling, crawling, etc. Partnered with calming music | *Breath,* - ‘Wheels on the bus’ belly breathing  Calming BD (with music on BD CD)  Four types of touch – tap (pat), brush, squeeze**,** scratch (*tactile)* | Calming music combined with breath and floor work centers and grounds the student for learning.  Tactile stimulation acts to regulate the nervous system. |
| Self Regulation – up | Dance activities with locomotor and non locomotor movement, ie. Freeze dance | V*estibular -* Rocking, rolling or spinning in a variety of relationships to space, ie. Chair, knees, belly, standing, seat. | Vestibular input increases capacity for engagement and aids visual focus. |