

# Grade 8– Arts Education Dance

## Body Parts

### Lesson One

[www.ashleymjohnson.com](http://www.ashleymjohnson.com)

**Outcome CP 8.2** Investigate and use choreographic forms (e.g., theme and variation, canon)

### Indicators

- c. Order the movement sequence into various forms (e.g., theme and variation, ABA, ABC)
- d. Use body and actions to innovate ways to develop sequences and ideas.

### 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. Introduction –

Looking at dance (watch each clip twice) –

<http://www.openingceremony.us/entry.asp?pid=3238>

Reflection:

What body parts did you see initiate movement? (spine, hands, knees)

What pathway did you see the movement travel? (spine – arms – hands)

What qualities did you see throughout the dance? (smooth, fluid)

<http://www.youtube.com/watch?v=4Fy63Y1qAMI>

Reflection:

What body parts did you see initiate movement? (elbows)

How is the quality of movement different than the first clip? (frantic, fast, exciting)

#### 1. Warm up –

## 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.*

## 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.*

## 2. Skill Development –

### Head, Shoulders, Knees and Toes

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

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).

Explain verse chorus structure and dance with retrograde.

## 4. Creating

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.

Example –

Head up up (2 counts)

Legs down down (2 counts)

Shoulders up down up down (4 counts )

Dance theme and variation together

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