

## **Grade 8 – Arts Education Dance**

**Direction**

**1 hour lesson**

**Lesson 2**

[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 –**

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

### **Brain dance concept –**

*Understanding the Brain as a whole. It's history in Bartenieff Fundamentals and how each action can be accomplished in varying relationships to space.*

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

#### **1. Introduction –**

Pina – Strength and Beauty clip -

[http://www.youtube.com/watch?v=D\\_0kvlCz1ac](http://www.youtube.com/watch?v=D_0kvlCz1ac)

*How does the direction facing of a camera change the way we perceive dance?*

#### **2. Warm up –**

What are the four directions we move in? Up, down, side to side, forward and backward, diagonal.

How can we move in all directions at once?

#### **3. Exploring the Concept–**

Face to face looking directly at one another.

## 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.

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

## 4. Skill Development-

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

Front to front  
Back to back  
Front to front  
Balance

Grand round (switching partners)

## 5. Cool Down -

### Brain Dance

Points to remember –

- The brain and body develop together.
- The body mirrors what is happening in the brain.
- The more blood and oxygen the brain gets the better it functions.
- The nervous system is the brain telling the body what to do, it is the direct connection between brain and body.

### **Breath –**

- 1.) Take a moment to lie down and notice where the breath is going in the body.
- 2.) Notice if through directing your attention to different areas and touching your belly/chest/lower back if you can sense the breath in that area.
- 3.) Lie down a third time and notice, without directing, if you are sensing your breath in a different area of the body from the first time.

*What effect does deep breathing have on the way you feel? Relaxed, settled, calm.*

*Why is deep breathing important for brain function? The brain uses oxygen, the more oxygen it has the better it will function.*

### **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.*

### **Tactile –**

- 1.) Using press, pat and scratch notice how you feel differently with each touch. Press is grounding ie. A hug, Pat is exciting, scratch is relieving.

*What do you do for a baby when the baby is crying? Rub their back*

*How do you burp a baby? Pat them on their back, gets things moving.*

### **Core distal –**

- 1.) **Lie down** and experiment with moving from X to O. Notice how you can initiate from the belly button to move you into curling.
- 2.) Try different Xs (belly, standing, chair)

*How do you feel differently from X to O? O is a common sleep position, fetal position, babies are in the womb in O.*

