**Teacher Candidate Name:** Kristen Bark  
**Date:** 9-27-15  
**School Name:** TBD  
**Grade Level:** 7  
**Lesson Title:** Intro to Elements of Dance  
**Day in Lesson Sequence:** 1

### Lesson Rationale:
This lesson is the first day of the new unit focusing on basic dance elements. My students have a varied background of dance experience. All my students have witnessed said elements of dance, but they might not be able to name specific elements. Dance elements are found in every piece of choreography, but the class will work on defining and implementing choreographic elements into their dance. Students will be able to advance at their own pace creating their own dance phrase with dance elements guiding movement choices. The lesson is important to assure students know the basic fundamentals of dance before exploring different dance material further along in the year.

### Content Standards:
Minnesota Department of Education Standards for the Arts, Dance 6.1.1.1.1 states, “Analyze the elements of dance including body, action, space, time, and energy” (15).

### Content Objectives:
1. Students will be able to examine the dance elements of the body and action by analyzing the fundamentals of body movement.
2. Students will be able to examine movement by adding elements of space, time, and energy into the fundamentals of body movement.
3. Students will be able to compare and contrast dance elements to create a dance phrase that has variety and is visually interesting.
4. Students will be able to create a dance combination that has variety and is visually interesting.

### Academic Language
Students will learn dance elements to understand how a good dance piece is created. The elements are used in choreography to help with visual interest.

1. Students will be able to examine the dance elements of the body and action by analyzing the fundamentals of body movement. (Elements of body and action)
2. Students will be able to examine movement by adding elements of space, time, and energy into the fundamentals of body movement. (Elements of space, time, and energy)

### Content-Specific Language:
- Dance elements, body, action, space, time, and energy
- Negative space, dance phrase
- Door vs. table (height of a door, width of the table)

### Academic language functions:
- Students will be able to put the elements into action and recognize the elements in a dance phrase.
  - Key Phrase: This dance movement uses the _______ element because the dancer is _______.
  - Key Phrase: I found the dancer was _______, and then changed the movement by adding _______ element.
    - The teacher should encourage academic dance language when it comes to dance movement, but students are not required to use specific dance language if they do not know the name for the dance movement.

### Linguistic forms:
- Key words: dance movement, recognize, practice, synthesizing, foot/ankle, knee, hips, rib cage, arms/shoulders, and head/neck, contracting, expanding, height, width quick, slow, speed, strength, breath, sink, float, frame

### Practice:
- Students will dance each element to put the elements into practice. The academic language will be used when they write about each element, and then share with partners and large group their discoveries. Students are synthesizing each element into movement and writing.
  - Students will build connections between their favorite dance and dance elements to better understand definitions of elements.
  - Students will then fill in the blank on a worksheet to give definitions of each element.
  - Students will put the elements into action finding ways to connect the elements in their own bodies; they will write individually on a worksheet and then talk about them with partners and the large group.
• Students will create their own dance phrase with a partner to talk and build on each element concept.
• Students will watch other partner groups perform and identify the elements used within each phrase.

Assessment & Feedback

• Prior Knowledge Assessment:
  • Students will analyze a favorite dance explaining what they liked about the performance to help me understand where their basic understanding of elements are before learning terms.
  • Students might suggest interesting moves, but will then be asked to think deeper about that move to see if they are able to pick up elements before being taught the terms.
  • Students will understand they have a general knowledge of the dance elements already, but I will be able to assess where they are in generalized ideas of the elements. They will likely know the terms, just not in a dance context.

• Formative Assessment:
  • Students will be examining movement, but as I assess for connections between definitions and movement, I will better understand how to guide the class with new ways of moving. I will also suggest for some individuals to think harder or keep working in that direction.
  • Students will move to partner work sharing what they have found in their individual movement time, which is a point where students will get to check in with partners. I will also be able to check in with groups about how the connection between definition and movement are going as they work through some of the elements.
  • Students will share progress with the full group to demonstrate new ideas to other students and help me assess where they are in understanding the terms, which will allow for more teacher guidance, as they keep moving through their choreographic phrase.

• Summative Assessment:
  • Students will construct dance elements into a full combination and create the combination from dance movement that incorporates the dance elements. By doing this, I will see that students understand how the terms relate to movement and how the terms are used in every choreographic piece.
  • Students will synthesize dance elements in essay format to compare and contrast dance elements and when elements should be used in choreographic movement. How they perform on this assessment shows me how students understand all of the terms; they have made connections between the terms and understand differences between the terms proving competency in dance elements.

Provisions for Individual Differences:
  • The think, pair, share method will allow students to work individually discovering movement. Pairing students will give them a chance to discuss movement and build on one another’s ideas. Share with the full group will continue academic growth helping students have a chance to check in with one another as well as the teacher.
  • There will be multiple times for students to check in with each other and with the teacher to further development and receive guidance, allowing discussion over the terms helping to develop deeper thoughts.
  • Students will have worksheets to guide them through the process as they use creative thinking and develop movement to help record their process.
  • Students will get to actively learn as they go through movement, they will talk about it through discussion, and they will see other students dancing to adhere to auditory, kinesthetic, and visual learners.

Materials:
Teacher: white board, marker, PowerPoint/computer, worksheets to give to class, watch/clock/timer
Students: writing utensils, notebook, clothes for movement

Learning Activities

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<th>Time</th>
<th>Learning Activities</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>5 Minutes</td>
<td><strong>Think About a Dance:</strong></td>
<td>• Circling up will allow for a safe environment right the start of class.</td>
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<td></td>
<td>a. We will circle up and after greeting. I will then say to the students, “Think of a dance that you really enjoy of any style. You could have been in the dance or watched the dance.” I will pause for students to think of one, and if I notice students that are stumped I will suggest common</td>
<td>• Students will be excited about their own dance sharing their own interests with the class.</td>
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dances, which could include a dance from *So You Think You Can Dance*, music video choreography, etc. “Now think about what makes that dance enjoyable. How are they moving? What is visually interesting? You have two minutes to think and free write about what you like about the dance you are thinking of.” Students will get two minutes for free writing.

b. Students will share with a partner what they wrote about. They can choose their own partners for the purpose of getting varied interests or like interests in dance; both varied or like interests will benefit students. Each partner gets one minute to share (groups of three will split the time). Students will then be asked to share in large group some of the ideas they thought of.

### Instructional Task(s) Sequence

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<th>3 Minutes</th>
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<th>7 Minutes</th>
<th>2 Minutes</th>
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| **1. Introduction of terms: body, action, time, energy, and space**
  a. After prior knowledge assessment is completed, I will talk about the terms connecting what they enjoyed about dance to the terms of the unit (*body, action, space, time, energy*). Students will fill out the worksheet titled *Definitions of Dance Elements* that will match definitions on the board. There will be a word bank for students that need extra help. The word bank contains academic language. My advanced students will try to work without the word bank. I will have a PowerPoint to include the word and a picture of the element I am introducing. On the back of the worksheet, I will include the dance element table as another tool for students. They will then receive a worksheet to begin the next class activity titled *Scientist Discovery*.

  ▪ **Class Activity 1: Body Scientists**
    a. Students will move onto the dance floor into their own space. “We will go back to the basics pretending we are just learning how to walk or move like a toddler. We will find new ways to move each body part as we work toe to head. We will begin with are foot/ankle and work our way up.” Students will be given an example led by the teacher of how to incorporate and find new ways of moving; I will model how I use my wrist and found that I can keep my palm facing up no matter how I move my elbow. [https://www.youtube.com/watch?v=CCOX9E0pbHo](https://www.youtube.com/watch?v=CCOX9E0pbHo) The wrist element is included within the beginning portion of the video. Students will be given one minute to explore each body part, then a minute to write down their discoveries and fill out worksheet. The order: *foot/ankle, knee, hips, rib cage, arms/shoulders, and head/neck*. I will call out the time of when to move on to the discovery portion and the writing portion. Students will be encouraged by the teacher to explore further or take a movement into a new direction.
    b. Students will be given two minutes to chat with a partner about their discoveries.

  1. Students will build connections with the new terms. Students will fill in the element term with the printed definitions so students can listen carefully, but also get the chance to write linking to all learning styles.
  2. Students will be able to think of choreography movement by focusing on one body part at a time. They will explore the body as something new, rather than taking for granted the way the body naturally moves. The process will allow for creativity of all skill levels. Students will be allowed to move at their own speed. The example from the teacher will help students know what is expected of them. Students will then get to check in with partners to assure progress and allow students to verbally talk after doing the movement. The worksheet will guide them through their tasks.
| 3 Minutes | Student will share movement with a partner of their choice developing a phrase by following the worksheet titled *Partner Phrase*. They can mix the order of the worksheet, but they will take one move from each element and put the movement into a phrase. I will explain that a dance phrase is movement put into a frame. They will learn that phrase with their partners. Students should memorize the phrase for the current lesson, as well as try their best to retain for future lessons. |
| 10 Minutes | b. Once everyone is complete, all groups will present their choreography including all elements. When the students are audience members, they should be analyzing the elements they are seeing. There will be a video recording of each dance to refer back to later. |
| 3 Minutes | Students will continue working with discovery. In this activity, they will work on **contracting** and **expanding** into space and be encouraged to move about the space. I will mention a **door vs. table** method. The door goes up and down, while the table goes side to side. Students should move and explore the **height** of the door and **width** of the table. They will be filling **negative space**, which I will explain is the space around the body, essentially wherever the body is not. They will be given two minutes for discovery and then one minute to write out their discoveries on worksheet. |
| 3 Minutes | Students will continue being a scientist exploring time. They will have **quick** movements and **slow** movements. They will be encouraged to change **speed** of movements in different patterns. They will be given two minutes for discovery and one minute to write. |
| 15 Minutes | Students will get to explore the space around them, filling space that normally is missed. The process will allow for creativity of all skill levels. The worksheet will guide the process and they will verbally get to talk about their discoveries. |
| 4. Class Activity 4: Energy Scientists | Students will get to experiment with time and how the tempo of movement can adjust choreography. The process will allow for creativity of all skill levels. The worksheet will guide the process and they will verbally get to talk about their discoveries. |
| 5. Class Activity: Partner Activity | Students will explore how the strength or breath of movement can impact their choreography choices. The process will allow for creativity of all skill levels. The worksheet will guide the process and they will verbally get to talk about their discoveries. |
| | Partnering the students will give them a chance to check in with one another. They will get to implement their discoveries into a choreographic piece. They will get to watch each other to test their knowledge of visually seeing the elements. The worksheet will guide the process and they will verbally get to talk about their discoveries. |
**Filler Activity:** Students will work with their partner and another partner group. They will watch each other perform once again and break down the movement step by step. Partners will analyze the work of the other group naming each element they use.

**Filler Activity:** Students will have a chance to talk about elements and break down material for an even deeper understanding. They will watch and specify to know exactly what they are looking for in a dance. This will also give them a chance to review the phrase they have created.

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<td><strong>7. Closing/ Exit Slip</strong></td>
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<td>a. Before students leave the classroom, they will each write one dance element on a sheet of a paper. They can pick one of the five elements, then students will list three different ways in which the element can be used or changed. They will turn in the slip before they exit the door.</td>
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<td>b. Students will also hand in their discovery worksheets before exiting the classroom.</td>
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<td>7. The exit slip will allow students to gather their ideas before exiting the classroom, simplifying it down to just one element rather than all five. Students will feel confident knowing they can list at least three examples of one element. The exit slip will allow for the teacher to get a final feel for the understanding the students had of the lesson that day.</td>
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| Management and Safety Issues: |
| o Any movement could cause injury to the body. The practice will be well guided and controlled in order to prevent injury. If an injury should occur, I will take care of the injury or receive a nurse’s help. |
| o Each worksheet will be handed out at the appropriate time right before students need them so it will act as a guide rather than a distraction. |
| o Students will be checked in on during individual work time and partner time to assure they are staying on task. The worksheets will also act as a guide to assure students are following and understanding the lesson. |
Definitions of Dance Elements

Fill in the blank with the correct dance element.

________ is any human movement included in the act of dancing— it can include dance steps, facial movements, partner lifts, gestures, and even everyday movements such as walking. Dance is made up of streams of movement and pauses.

________ is the mobile figure or shape, felt by the dancer, seen by others. Dancers may emphasize specific parts in a dance phrase or use the whole all at once.

________ changes the tempo. Movement is naturally rhythmic in the broad sense that we alternate activity and rest. Breath and waves are examples.

________ is about how the movement happens. Choices about energy include variations in movement flow and the use of force, tension, and weight.

________ allows the dancer to expand across the stage. They may stay in one place or they may travel from one place to another. They may alter the direction, level, size, and pathways of their movements.

Optional Word Bank:

- Body
- Action
- Space
- Time
- Energy

For examples of video and in depth description go to: http://www.elementsofdance.org
The Elements of Dance

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<td>B.A.S.T.E.</td>
<td><strong>BODY</strong></td>
<td><strong>ACTION</strong></td>
<td><strong>SPACE</strong></td>
<td><strong>TIME</strong></td>
<td><strong>ENERGY</strong></td>
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- **Parts of the body:** Head, eyes, torso, shoulders, fingers, legs, feet ...
- **Initiation:** core, distal, mid-limb, body parts
- **Patterns:** upper/lower body, homologous, contralateral, midline ....
- **Body shapes:** Symmetrical/asymmetrical rounded twisted angular arabesque
- **Locomotor (traveling):** slide walk hop somersault run walkover somersault run skip jump do-si-do leap roll crawl gallop chaine turns
- **Size:** large small narrow wide
- **Level:** High / medium / low
- **Place:** on the spot (personal space) through the space (general space) upstage/downstage
- **Direction:** forward/backward sideways diagonal right/left
- **Orientation:** facing
- **Pathway:** curved/straight zig-zag random
- **Relationships:** in front beside behind over under alone/connected near/far individual & group proximity to object

These are just some of the ways to describe each dance element. . . there are many more possibilities for each element.

Can you think of others?

Add your own ideas & words...

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Scientist Discovery
What was your favorite discovery or move?

Body Scientist
Ankles/Feet:
Knees:
Hips:
Rib Cage:
Arms/Shoulders:
Head/Neck:

Space Scientist
1.
2.

Time Scientist
1.
2.

Energy Scientist
1.
2.
Partner Phrase

Choose your favorite body movement from each element, and then teach your partner. Once partner 1 and partner 2 have completed, choose an order for your dance phrase combining all the movement.

Partner 1

Body:

Action:

Space:

Time:

Energy:

Partner 2

Body:

Action:

Space:

Time:

Energy:
Summative Assessment Model:

https://www.youtube.com/watch?v=CCOX9E0pbHo

Students will be asked to work through this same process, but will perform a finished solo without naming the elements. Audience members will have to figure out the elements just by watching.