

Lesson Plan:

Patterns in the Universe

Grade Level:

Pre- K

Subject Area:

Science

MSCCRS:

2. With prompting and support, identify characteristics of the clouds, sun, moon and stars.

Art Form:

Dance

MSCCR Creative Arts Standards:

- DA: Pr4.1.PK a. Identify and demonstrate directions for moving the body in general space (for example, forward, backward, sideways, **up, down**, and turning) and finding and returning to a place in space.
 - **Enduring Understanding:**
Space, time, and energy are basic elements of dance.
 - **Essential Question:**
How do dancers work with space, time, and energy to communicate artistic expression?

- DA: Pr5.1.PK a. Demonstrate basic full-body locomotor, non-locomotor movement, and body patterning with spatial relationships. b. Move in general space and start and stop on cue while maintaining personal space. c. Identify and move body parts and repeat movements upon request.
 - **Enduring Understanding:**
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
 - **Essential Question:**
What must a dancer do to prepare the mind and body for artistic expression?

- DA: Pr6.1.PK a. Dance for others in a designated area or space.
 - **Enduring Understanding:**
Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
 - **Essential Question:**
How does a dancer heighten artistry in a public performance?

Duration

1 Hour

Materials

1. *Papa, Please Get the Moon for Me* by Eric Carle.
2. Background/Classical/Calming Music through a boom box, smartboard, or Bluetooth speaker.
3. Open space for movement.
4. Images of the moon as it rises and falls in the night sky, and images of the sun as it rises and falls in the daytime sky (The teacher can Google these and have them pulled up and ready on a projector/smartboard, or images can be printed to show students during the lesson.

Objectives

1. TSW accurately identify and use high, medium and low levels in movement to document the rising and setting of the sun and moon.
2. TSW identify characteristics of the sun and moon

Vocabulary

1. General Space- Spatial orientation that is not focused towards one area of a studio or stage. (examples- forward, backward, sideways, up, down, and turning)
2. Energy- The dynamic quality, force attach, weight, and flow of movement.
3. Sun
4. Moon

Lesson Description

1. TTW read students the book *Papa, Please Get the Moon for Me* by Eric Carle. Link in resources below, if needed.
 - a. During the reading, TSW look at the different ways that the moon appears. (At the beginning, the moon is big and round/closed, then the moon begins to get smaller and smaller until it looks as if it disappeared. At the end of the story, the moon began to grow, reappear, and become a full/closed moon again).
 - b. TTW ask students, “have you ever seen the moon look like this?” “Does the moon ever seem so close you could reach it or so far away?” “Have you ever seen a full moon?” “Have you ever seen the moon look like someone took a bite out of it?”
2. TTW explain that the sun and moon move in the sky in a pattern.
 - a. TTW play the YouTube video <https://www.youtube.com/watch?v=ye9gSKSqQh0>
 - b. TTW share images of the moon as it rises and falls in the night sky, and images of the sun as it rises and falls in the daytime sky.

- i. TT can show these images on a projector, a smartboard, or print images.
 - ii. TW ask, “have you ever noticed either the sun or the moon in one of these positions?” TSW respond.
 - iii. TTW discuss/explore the words that go along with each of these positions: low (body down low to the ground), medium (stand halfway up) and high (stand up with arms reached towards the sky).
 - iv. TTW ask students to show each of these levels with their bodies in a frozen position. TSW respond.
 - v. TTW say, “in dance, dancers use their bodies in these same three levels to help communicate patterns and movement.” Practice high, medium and low-level movements- low (body down low to the ground or lying down), medium (stand halfway up) and high (stand up with arms reached towards the sky).
3. TTW play music:<https://youtu.be/N2ZglXAkO2s>
 - a. TTW say, “lay down, close your eyes, and think about how you will show the pattern of the sun or moon using your bodies as dancers and different levels. If the sun is rising, what level will you be? If it is midday, what level will you be? If it is setting, what level will you be?”
 - b. TTW ask students to slowly stand up and show with their bodies what the sun looks like rising (down low, close to the ground), mid-day (standing tall, reaching arms towards the ceiling) and setting (moving back towards the ground until finally laying down).
 - c. TTW ask the students to show with their bodies what the moon looks like rising in the night when it is a full moon (standing tall making a circle with your arms), half-moon (squatting down halfway), or tiny moon (sitting on the ground trying to become as small as possible)
4. TTW put the students into six groups and ask the students to put on their dancing shoes. TTW assign each group as one of the six and TSW do the dance previously learned.
5. TTW point to the sun rising group and the students will get down low, close to the ground, TTW point to the mid-day sun and they will stand tall reaching arms towards the ceiling, TTW point to the sun setting group and they will move back towards the ground until finally lying down, TTW point to the full moon and they will stand tall making a circle with their arms, TTW point to the half-moon group and the students will squat down halfway, TTW point to the tiny moon and they will sit on the ground trying to become as small as possible.

- a. sun rising-down low, close to the ground, slowly coming up
- b. mid-day sun- standing tall, reaching arms towards the ceiling
- c. sun setting- moving back towards the ground until finally laying down
- d. full moon- standing tall making a circle with your arms
- e. half-moon- squatting down halfway
- f. tiny moon- sitting on the ground trying to become as small as possible

Essential Questions:

1. TTW ask, "How do dancers work with space, time, and energy to communicate artistic expression?" TSW respond.
2. TTW ask, "What must a dancer do to prepare the mind and body for artistic expression?" TSW respond.
3. TTW ask, "How does a dancer heighten artistry in a public performance?" TSW respond.

TSW perform for another class, parents, or administrators.

- The teacher may consider reading the book w/ music in the background.
- The children may perform their movements with the reading and the music.

*In order to assess learning in performance, performance assessment can be utilized. Performance assessment involves students constructing products and measures what students can do with what they know, rather than how much they know. Performance assessment tasks are based on what is most essential in the curriculum and what is interesting to a student. They show evidence of understanding of dance concepts as well as development of skills such as students performing a culminating dance that embodies the skills learned in the lesson.

Recommended Resources

www.educationcloset.com

(Copy and paste into the search bar, top right click Media Library, scroll down to free lesson plans, on the left click kindergarten, science, dance, and then click Patterns in the Universe K-1)

<https://www.youtube.com/watch?v=ye9gSKSqQh0>

<https://www.youtube.com/watch?v=sGqAw7UM6qo> ("Papa Please Get the Moon For Me" book read aloud)

Extended Learning Activities

Pair up a sun and a moon group and then have the group combine their dances to show the pattern between the sun and the moon.

Allow each of the 6 groups to come up with their own dance moves.

Rotate the students through each of the 6 groups

Sources

www.educationcloset.com

(Copy and paste into the search bar, top right click Media Library, scroll down to free lesson plans, on the left click kindergarten, science, dance, and then click Patterns in the Universe K-1)

Youtube.com- The Very Hungry Caterpillar and Other Stories

Tips

Make sure there is plenty of room between students, and they understand where it is safe to dance (i.e., boundaries within the room, etc.).

Suggested Assessment Strategies:

Oral Response Allow students the opportunity to share their feelings, dreams, and wishes about dance, dancing, and the moon.

KWL chart Allow students to respond in a whole group, small group, or individually in order to guide questions about the topic. "What do students already know? What do they want to learn? What have they learned?"

Turn and Talk Allow students the opportunity to formulate their own individual responses, and then turn to a partner and share their answers. The TW call on several random pairs to share their answers with the class and check for understanding.

Performance Assessment *defined above at the end of the lesson.

Author

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