

**Lesson Plan Title**

Moving with the Parts of a Flower

**Grade Level**

1st

**Subject Area**

Science

**MSCCRS**

L.1.1 Students will demonstrate an understanding of the basic needs and structures of plants.

L.1.1.2 Obtain information from informational text and other media to describe the function of each plant part (roots absorb water and anchor the plant, leaves make food, the stem transports water and food, petals attract pollinators, flowers produce seeds, and seeds produce new plants).

**Art Form**

Dance

**MSCCR Creative Arts Standards**

**DA: Pr5.1.1 Develop and refine artistic technique and work for presentation.**

- a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.
- b. Move safely in general space through a range of activities and group formations while maintaining personal space.
- c. Modify movements and spatial arrangements upon request.

**Enduring Understanding:**

*Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.*

**Essential Question(s):**

*What must a dancer do to prepare the mind and the body for artistic expression?*

**Duration**

1 hour

**Materials**

Computer/projector to show video  
Movement charts (attached)

**Objectives**

TSW identify the needs and structure of a plant/flower by using movement and dance.  
TSW identify locomotor and non-locomotor movement and understand the difference of each.

**Vocabulary**

Flower  
Stem

Leaf  
Root  
Photosynthesis  
Locomotor movement  
Non-locomotor movement  
Personal space

## Lesson Description

[If the teacher does not have a designated area for movement in the classroom, it may be necessary to have students move their desks and sit on the floor for the beginning of the lesson.]

Introduction:

TTW say to the class “Today we are going to learn the parts of a plant and explore them further with non-locomotor movements. Later, we are going to celebrate all you have learned with a dance that has some locomotor movements. Raise your hand if you know what a locomotor movement is (allow students to share: a movement that travels). Raise your hand if you can demonstrate a locomotor movement? Raise your hand if you know what a non-locomotor movement is (allow a student to share: a movement that stays in place). Can anyone demonstrate a non-locomotor movement?”

TTW say to the class “before we all get started, we are going to become more familiar with the parts of a plant. Watch closely and sit very still for now.

TTW introduce the video “The Parts of a Plant” by Harry Kindergarten Music.

TTW play the video, “The Parts of a Plant” by Harry Kindergarten Music.

[https://youtu.be/ql6OL7\\_qFgU](https://youtu.be/ql6OL7_qFgU)

TSW view the video and TTW encourage the students to watch the different ways the students in the video are depicting the parts of a plant.

TTW play the video 1-2 times to be sure students gained the content knowledge needed.

TTW review vocabulary words from the video (as listed above) and review the meaning of each with students.

TSW repeat the vocabulary words.

TTW display the *locomotor* and *non-locomotor* movement charts. TTW demonstrate the different forms of movement for each.

TTW give students the opportunity to stand and model some examples of basic *locomotor* (traveling) movements and *non-locomotor* movements from the charts.

TTW say to the students “Stand very still and listen to my instructions.”

Next, TTW say, "The children in the video performed a lot of *non-locomotor* movements with their bodies in the video (1:30-2:30) in order to represent different parts of the flower. I am going to ask you some questions and you're going to respond with a *non-locomotor* movement."

TTW ask "How did the students use movement to represent the *flower*?"

TSW respond with movement (arms up, hands come together overhead).

TTW ask "Which movement did the children use to represent the *stem*?"

TSW respond with movement (arms straight by their side and body standing straight up).

TTW ask "Which movement did the children use to represent the *leaves*?"

TSW respond (hands up/out beside ears on sides of the body).

TTW ask "Which movement did the children use to represent the *roots*?"

TSW respond with movement (hands out pushing downward motion).

TTW say, "Great job, students! You know all of the parts of a flower! Stand very still with your feet together and your hands on your hips. Listen to the following questions and raise your hand if you can answer some questions."

TTW say "Raise your hand if you can answer the following question. *What is the function of the flower?*" TSW respond verbally with some form of "makes the seeds to start another plant. The petals attract pollinators like birds and bees."

TTW say "Raise your hand if you can answer the following question. *What is the function of the stem?*"

TSW respond verbally with some form of "moves water up the rest of the plant like a straw does in a drink."

TTW "Raise your hand if you can answer the following question. *What is the function of the leaves?*"

TSW respond verbally with some form of "help the plant to breathe and make the air cleaner. They make food for the plant through photosynthesis."

TTW say, "Raise your hand if you can answer the following question. *What is the function of the roots?*" TSW respond verbally with some form of "they soak up water and minerals for the plant with their little root hairs."

TTW say, "To celebrate, let's learn a dance together that has locomotor and nonlocomotor movements! Stand slowly and spread out so you can see and move." TTW play a dance along video by Kidz Bop Kids entitled "Best Day of My Life" <https://youtu.be/sNog54ovi8Q>. TTW say "Be sure to dance along with the Kidz Bop Kids!"

TTW ask students to raise their hands if they can answer the following question(s). "Who can show me a movement that was non-locomotor? Who can show me a movement that was locomotor?"

*Allow students to respond.*

TTW say, "Spread out. Stay very still with your feet together and your hands on your hips (or sitting). Do not move until I tell you to do so. Now we are going to work together in groups to

create a presentation using the movements from these two videos to create a performance that tells about the structure, needs, and functions of plants. Later, you will perform for the class. When you are not performing, you will be the audience. Again, stay very still and listen for further instruction."

TTW divide students into groups with no more than four students per group. TSW recall, repeat, and refine movement sequences together in the creation of a short presentation that utilizes the movements from both videos and the lesson's vocabulary. Each group will be given the opportunity to perform a one-minute performance for the class. Afterward, each group must explain the meanings of their movements within the dances performed. The audience will be expected to utilize appropriate audience behavior.

TTW have students move their desks back to their original positions or gather on an area such as a carpet/rug. Together the students will discuss what he/she learned using movement/dance to model the parts of a plant/flower.

TTW say "Raise your hand if you can tell me how dancing helps you to understand and remember each part of a plant/flower?" "Where do you think choreographers (people who create dances) get ideas for dances?" "Would any of you like to grow up to become a choreographer?" "Would any of you like to grow up to become a horticulturist (someone who takes care of plants)?"

*TTW ask, "what must a dancer do to prepare the mind and the body for artistic expression?"*

*Allow students to respond.*

TTW will finally ask students to share as they are called on and answer the following question, "What did you enjoy about this learning activity?"

### **Recommended Resources**

"The Parts of a Plant" [https://youtu.be/ql6OL7\\_qFgU](https://youtu.be/ql6OL7_qFgU)  
Best Day of My Life" <https://youtu.be/sNog54ovi8Q>.

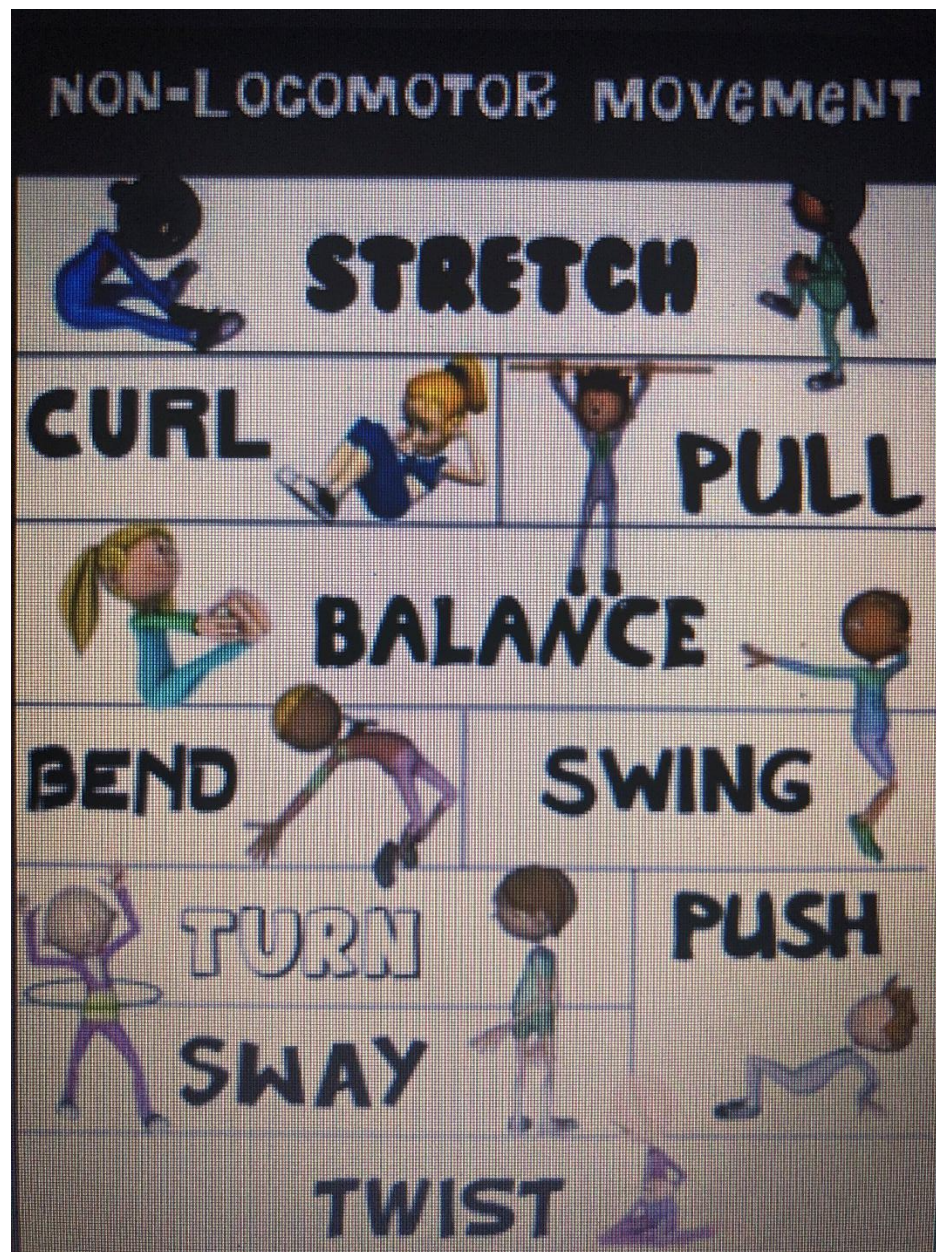


# Locomotor Movement









Extended Learning Activities

The teacher may ask the students “What are some other shapes or patterns we could create with our bodies to model the parts of a flower? Do flowers move in different directions? Which ones? How? What about if they are picked and made into a bouquet? I wonder what that would look like in a dance?” TSW give examples and the teacher. TS could create a classroom dance utilizing new shapes, patterns, and directions to music like this:  
<https://youtu.be/KQetemT1sWc>.

### **Applicable Assessment Strategies**

*Performance Assessment* - students performing a culminating dance that embodies the skills and understandings from a particular unit of study.

*Oral Response* - Reminiscing about a certain dance.

*Questioning* - Using open-ended questions related to the topic of the lesson to identify students' prior knowledge.

*Observation* - Walk around the classroom and observe students as they work to check for evidence of student learning. Rubrics and anecdotal records are useful.

### **Sources**

Harry Kindergarten Music (parts of a plant video)

Teachers Pay Teachers (locomotor/non-locomotor charts)

### **Tips**

BE SURE students understand the term “personal space” and how to use movement in the classroom with appropriate classroom management. Remember, when students are moving slowly they are more mindful of their surroundings. When students are moving fast, they are more likely to accidentally hit another student.

### **Author**

Adapted Heather Hodges