

# Dance A Story... Problem

## First Grade Math & Dance

### CORE SUBJECT AREA

Math

### ART FORM + ELEMENTS

Dance  
Space  
Time  
Energy

### MSCCR STANDARDS

1.OA.3, 1.OA.6,

### MSCCR CREATIVE ARTS STANDARDS

DA: Cr2.1.1b Choose movements that express an idea or emotion, or follow a musical phrase.

DA: Pr5.1.1a Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

DA: Pr6.1.1b Explore the use of simple props to enhance performance

### DURATION

30 minutes to create math flower/ facts; 45 minutes-1 hour for dance lessons

### OBJECTIVES

TSW compose and fluently solve problems to 20 using addition and subtraction

TSW use dance/movement to model the life cycle of a flower.

### MATERIALS NEEDED

Construction paper (various colors to create a flower)  
Scissors  
Glue  
Markers  
Math flashcards  
Math manipulatives (use as needed for adding/subtracting)  
Model of a flower (teacher made to label together)  
Colored scarfs

### VOCABULARY

Time, Space, Energy, Space, levels, Slow, speed, Delicate, movement,

Math terms: Addition/subtraction, take away, plus, sum, equal, equivalent, decomposing, addend

### RECOMMENDED RESOURCES

Information/ stages about the life cycle of a flower Dance video "The Elements of Dance" by KQED Arts "The Four Seasons" by Antonio Vivaldi

### LESSON SEQUENCE

For the math lesson:

The teacher will review the season spring and how flowers bloom in the spring. The teacher will review the parts of the flower. The teacher will explain that he/she will create his/her flower in the math center. The teacher will review/practice math facts and composing facts for a given number. Students will be reminded that plus is adding more and minus is taking away.

For the dance lesson:

The teacher will introduce art vocabulary: time (speed), space, and energy to the students through the video “The Elements of Dance” by KQED Arts. Teacher and students will discuss the video. The teacher will allow student examples for each of the vocabulary terms. The teacher will then explain that dance elements can be related to standards students have been learning about in math and science.

For the math lesson: Students will complete the math activity during the weekly math center. Students will create his/her flower and choose a number to compose addition and subtraction facts on the petals.

For the dance lesson:

The teacher will show students a diagram of labeled flower. The teacher and the students will review the parts of the flower. The teacher will begin incorporating art vocabulary to the diagram of the flower (ex. space-levels of each part of the flower [low, medium, high]; how it grows [slow speed]; delicate movement). The students will aid in the process of making connections between dance elements and the flower.

For the math lesson: The teacher will review the parts of the flower with students. Students will use construction paper, glue, and scissors to create a flower (be sure each flower has petals, leaves, stem, etc.) Students will choose a number 0-20 and write it in the middle of the flower using a marker. Students will compose addition and subtraction facts on the petals of the flower that the sum or difference equal the number that is in the middle of the flower.

- This activity will be completed in a math center. The students will complete it throughout the week and the dance part of the lesson will be taught at the end of the week.

For the dance lesson: The teacher will have the students get into his/her personal space around the classroom. The teacher will explain to the students that they are going to pretend they are flowers. TTW begin with simple choreography for parts of a flower using and discussing dance elements.

\*Planting the seed-sitting on floor, using hands to spread seeds and cover them up with dirt

\*The seed-sitting on the floor, students come into a ball with their bodies to represent the seed underground

\*The Root/Sprouting-students come out of the ball position and very slowly open into a straddle; their arms open out and they freely move to represent the roots spreading in the ground and the seed beginning to sprout

\*Baby flower-students raise to their knees delicately to show the sprout coming out of the ground and growing into a flower; hands are above their heads in an oval shape

\*Adult flower-students stand up and open up their arms toward the sky to represent the flower in full bloom; one leg can be bent (modified yoga tree pose) to represent a leaf on the flower.

\*Bees pollinating-students grab a scarf and sway it toward the top and bottom to show how bees carry the pollen

from the flower through the air

\*Seeds fall- students slowly drop arms and shoulders and ick hands to show seeds falling as the flower wilts.

After learning choreography, TTW play The Four Seasons by Vivaldi. Teacher and students will practice choreography to the song until students are comfortable performing the song for classmates in groups. Students will come back to the carpet and reflect the connections made between dance elements and the life cycle of a flower. Teacher and students will be listening for vocabulary terms from both dance and science.

## EXTENDED LEARNING ACTIVITIES

Students could compose a writing piece describing the steps of the life cycle of a flower.

Students could write a math story problem using one addition and subtraction problem that he/she composed on the petals.

Students could write math facts using different strategies (as seen above listed with the math standard)

## SOURCES

Heather Holifield- Poplar Springs Elementary Haley Alexander- Poplar Springs Elementary “The Elements of Dance” by KQED Arts “The Four Seasons” by Antonio Vivaldi MS Learning Standards

## TIPS + FREQUENTLY ASKED QUESTIONS

Be sure students are aware of “personal space” when dancing. Have art materials placed at the math center for students to choose the paper needed to cut, glue, and write math facts on the flower petals.