

# **The Moon Dance**

Third Grade

Adapted by M. Goldman

## **Core Subject Area:**

Science

## **Art Form + Elements:**

Dance

## **MSCCR Standard:**

E.3.9.1 - Students will demonstrate an understanding of how the Earth's systems interact to affect Earth's surface materials and processes.

## **MSCCR Creative Arts Standards:**

DA: Cr2.1.3 - Organize and develop artistic ideas and work.

## **Enduring Understanding:**

The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

## **Essential Questions:**

What influences choice-making in creating choreography?

## **Materials Needed:**

computer, projector, internet access, speakers for sound, paper towels, paper plates, Oreo cookies- 4 per student, Elements of Dance Chart, Moon Phases Anchor chart (optional: flashlights).

## **Vocabulary:**

new moon, waxing moon, first quarter or half-moon, waxing gibbous, full moon, waning gibbous, third-quarter moon or half-moon, waning crescent,

**Duration-** One Hour



12. TTW ask, "How were different PARTS of the body used? TSW respond.
13. TTW ask, "What shapes did the body make?" TSW describe or demonstrate.
14. TTW ask, "What else did you notice about how the body was used in this dance?" TSW respond.
15. TTW ask, "Can you see yourself doing any of these movements?" TSW respond.
16. TTW say, "You are going to be given the opportunity to create your own modern dance to Beethoven's *Moonlight Sonata*. Remember what you learned about moon phases, as well as the movements you just saw and use your knowledge of both to create a dance. Now you may move to your groups."
17. TTW play the music selection to which the students are choreographing their pieces on loop OR give students a laptop to play music from. TIP: Each group should have no more than 6 people in the group.
18. TSW be given the opportunity to dance the moon phases. Each group will make a pose that resembles a phase of the moon. TSW work together and make a transition from one phase to the next. TTW give students some time to think up some ideas. If a group is stuck, provide some prompts like flashlights. For instance, light could be the front side of people and backs could be dark, students could use the sides of their hands as light and dark...
19. Give students practice/rehearsal time and then let them perform their moon faces.
20. Have the audience announce the moon phase and determine the method of light/dark.
21. Finally, TTW ask, "What influences choice-making in creating choreography?" TSW respond. Allow students the opportunity to justify the movements they chose to represent each of the phases of the moon.

**Resources:**

<https://www.lpi.usra.edu/education/workshops/phasesSeasons/OreoPhases.pdf>

<https://youtu.be/f4ZHdzl6ZWg> - Moon Phases - Video 1

<https://youtu.be/bWeaQctUp1c> - Moon Phases - Video 2

<https://youtu.be/q4BweGgWvo0> - Beethoven's Moonlight Sonata - Music for Movement 1

<https://youtu.be/BV7RkEL6oRc> - Beethoven's Moonlight Sonata- Music for Movement 2

<https://www.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/> - The Elements of Dance (refresher video)

<https://www.elementsofdance.org/begin-here.html> - The Elements of Dance - supporting documents, etc.

### **Possible Dance Assessment Strategies:**

**Journal** Record your impressions of the modern dance you saw and what it was like to choreograph a dance about the moon phases. Students may even consider writing about their process of choreographing their dance.

**Self-Reflection** "I changed my attitude about..." "I became more aware of..."

**3-2-1 Strategy** Students identify 3 things they discovered, 2 interesting things they noticed, and 1 question they still have...

**Self - Assessment** Ask students to consider the quality of their own learning and performance, both individually and in collaboration with classmates. How did they meet the curricular objectives? How did they emulate the style of dance? What was a challenge? What was something that went better than expected?

**Peer Assessment** Ask students to give one another a formative assessment through thoughtful feedback. The teacher can post-sentence starters like, “I like the way you...because...” or “I noticed.”