

Dance a Preposition

Kindergarten

Adapted by Nancy Gibson

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Dance: Body, Space, Energy

MSCCR STANDARDS

L.K.1 Demonstrate command of the conventions of standard English grammar when speaking.

e Use the most frequently occurring prepositions (proximity words).

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and text with peers and adults in small and larger groups.

a Follow agreed-upon rules for conversation.

b Continue a conversation through multiple exchanges

MSCCR CREATIVE ARTS STANDARDS

DA: Cr1.1.1 Generate and conceptualize artistic ideas and work.

a. Explore movement inspired by a variety of stimuli.

DA: Cr2.1.1 Organize and develop artistic ideas and work.

b. Choose movements that express an idea.

OBJECTIVES

1. I can show the position of my scarf/bandana.

2. I can make a dance that shows proximity relationship with others.

3. Things in the world are not alone but in a relationship to one another.

LESSON SEQUENCE

“Do you know what a relative is? It is someone to whom you are related. Who are some people to whom you are related? Who are some people to whom you are not related? What is the difference? A relative is someone to whom we have a connection. And a relationship is a connection between people or things.”

“Now let’s explore the word relationship. Put your hands over you, then under you. Next, put your hands in front of you, then behind you. Now, beside you, and beside to the other side. Our hands have a relationship you our body. Let’s say put them in order, say it with me: over, under, in front, behind, beside, beside. Now let’s use our elbows. What other body part could we use?” (chin, fingers, legs...)

RECOMMENDED RESOURCES

Bach, Johann Sebastian. Brandenburg Concerto number 5 (rhythmic, exciting)

<https://www.youtube.com/watch?v=V7oujd9djk>

Jarre’, Jean-Michel . The Essential Jarre’ (spacey, new age)

<https://www.youtube.com/watch?v=-dOO9Ed6xU>

Olatunji, Baba. Drums of Passion. (African drumming and singing)

<https://www.youtube.com/watch?v=mzVjLEzN36M>

Shadowfax. The Dreams of Children (slow, new age)

<https://www.youtube.com/watch?v=Ek6uDNFTZbc>

VOCABULARY

Relationship: how something is connected to something else

Neutral: not one thing or another, not doing anything

Proximity: the nearness in space

Choreography: the sequence of steps or movements in dance

Body: the different parts of your body you can move

Space: the area around you in which you can move

Energy: the force of your move

MATERIALS NEEDED

scarves or bandanas

music (see suggestions under resources)

DURATION

1 hour, or two 30 minute lesson

1. In a minute we are going to use scarves to move to music. But first I'd like to talk about the elements of movement.

Space is where we move in the room, how we will move and the direction we will move. Will we move high, low? Will our path be straight, curved or zig-zag? Will our direction be forward, backward, sideways? There must be space around us, we cannot run into someone else!

Have students practice moving around the room as you call out for example, move in a curve down low,

Energy: are we moving delicately or forceful? Quick, in a hurry or unhurried. Show me sliding delicately. Now march forcefully.

Body: which body parts are we moving? We did this one a few minutes ago!.

2. I am going to pass out scarves. When I hand you one, I want you to hold two corners stretched between your hands (*demonstrate*). Whenever I say "neutral" hold it just like that. When the music plays I want you to move through the room waving your scarf in the relationship to you that I call out. Never touch anybody with it or swing it at them. When the music stops hold your scarf in the neutral position. Now let's jump with the scarves besides us and beside on the other side. Walk, skip, etc. waving the scarf using all proximity words (*over, under, in front, behind, beside.*) Collect scarves.

YOU CAN STOP AT THIS POINT AND CONTINUE AT ANOTHER TIME.

3. Now let's try a relationship with a partner. Stand beside your partner. *Pair students and assign A and B.*

A stand in front of B. Where is B? Behind A.

Switch positions so that B is in front of A.

A stand over B.

Allow students to problem solve!

Where is B? Under A.

Switch.

Play the music and find a new partner.

Repeat.

4. Now let's add some choreography.

When the music plays, find a new partner. While I count to 16 I want you to decide with your partner on two poses showing two different relationships. (*slow the counting down if you see that some students will need more time*). Now get in your first position.

While I count to 8 twirl slowly away from your partner and freeze in a pose. (If this is too difficult, just have them tip-toe away from their partner.) While I count to 8 again twirl back into your new position with your partner. (if this seems too slow, or they take up too much space, change it to 4 counts.)

Dancers perform without stopping or talking. I want you to practice your choreography three times without talking while the music is playing. Then talk to your partner about how it went and what you need to change or improve.

5. Allow partners to perform for another set of partners. Dancers always bow when they are finished. Then switch. Another time, after the students are more comfortable, they can perform for the whole class.

6. I have a job for you. Look around the room for a relationship that you can see. (The lights are above us, the rug



is under our feet, the clock is beside the window...) Today when you go home, I want you to look at how things are in a relationship with each other, including things at home.

I look forward to hearing what you discovered tomorrow

EXTENDED LEARNING ACTIVITIES

The students can create a third movement for a dance with a total of 24 counts.

The students can work in groups of three. But they must state their relationship to the others. For example, Jim is in front of Jill who is beside Jamar.

SOURCES

Adapted from a workshop attended at the Arts Integration Conference. Eric Johnson, a Kennedy Center teaching artist in the dance.

TIPS + FREQUENTLY ASKED QUESTIONS

The word dance can be a turn off for boys; you may use the word movement instead.

Try different styles of instrumental music and at different tempos.

