

Dancing Animals

Third Grade

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Core Subject Area

Science

Art Form + Elements

Dance

MSCCR Standard

L.3.1.3 Obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments, (e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce or temperatures are not favorable).

MSCCR Creative Arts Standards

DA: Cr2.1.3 Organize and develop artistic ideas and work. a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures for example, AB, ABA, theme and development). b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

DA: Cn11.1.3 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. RELATE
a. Find a relationship between movement in a dance from a

culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.

Materials Needed

Masking tape square on the floor

Pictures of specific animals- giraffe, Scarlet king snake and coral snake, stingray, and clownfish

Drum/or coffee can with lid for tapping

Vocabulary

Survival

Adaptation

Environment

Behavior

mimicry

Low/high (Spatial)

Mirror

choreography

Duration- 45 minutes

Lesson Sequence:

1. Establish a routine for a dance if not done prior to this. Tell students: “ You must keep in your own space and not touch unless part of the direction. When I begin tapping a drum or music starts, you may dance. When the drum or music stops- you must freeze.” Practice and correct as needed before beginning.

2. Remind students that animals live in a variety of ecosystems. Every animal must live where it can get the resources it needs for survival. Animals and plants have parts that provide ways for them to survive.

3. Let’s look at some examples (Pictures of the following animals are in the resources below) :

A giraffe- show the picture of a giraffe. A giraffe has the distinct characteristic of a long neck. This long neck allows them to survive in their environment. They live in an area where there are not many leaves on or near the ground. They use their long necks to reach leaves for food. “When the music starts, try reaching. Reaching for the very tops of the trees! Can you reach it with your head? Toes? Elbows? How else can you reach?” Stop the music and discuss how a long neck would be very beneficial.

4. Another example is a Coral Snake and a King Snake -Show these two pictures at the same time. “These are two different species of snakes, but they look very similar. One of these snakes is very poisonous, and one is not poisonous at all. Does anyone know which is which? The coral snake is poisonous, and the king snake is not. Many scientists believe that the scarlet king snake adapted to look like the coral snake so that other animals would think it was poisonous too. This would help the king snake from

being eaten by predators. The science word for this is “Batesian mimicry,” but that simply means “copy-cat.” Can you tell the difference in the pattern on the snakes? There is a rhyme to help you remember, “Red on yellow, kill a fellow, red on black, won’t kill Jack.” For this animal, we will do shadow partners. On the count of three, be standing elbow to elbow with a partner. Decide who will go first. First partner, when the music turns on, you will start to move. Second partner, stand directly behind your partner and copy-cat whatever they do, just like you were their shadow. Switch roles.”

5. Stingray: Stingrays have several adaptations. They swim very quickly, can sting their prey with their tails, and they can blend into the ocean floor. How do they blend into the ocean floor? They are flat and are colored like the sand. When the music starts, begin moving very quickly, like a stingray, but as soon as the music stops, freeze in a low shape and don’t move. I will walk around your low shapes, see if you can sting me with your hand when I come by. Make sure that you don’t move anything but your hand, just like stingrays, will move their tails.

6. Clownfish: Clownfish have a special adaptation to where they live. Clownfish can swim among the tentacles of a sea anemone without getting hurt. Other fish are poisoned by the sea anemone. This helps to keep clownfish safe from predators. (Play an adapted version of sharks and minnows). This square on the floor is our sea anemone. All of you are clownfish, and I am a much bigger fish. Only clownfish can go inside of the square. When the music starts, begin swimming around the square. If the music stops, run to the inside of the square where you are safe from the

big fish. If I tag you before you reach the square, then you have to come join me and be a big fish.

7. Review: Why does each animal have its specific adaptation?
(Safety, food, survival)

Extended Learning Activities

Create/Perform: (As time permits) If time allows, instruct students to pick their two favorite animals from today's lesson. What movements did we do today in class to show how these animals adapt to their environments? Create an animal movement "sandwich" (this is called an ABA choreographic pattern), doing one animal's movement, then another animal, then back to the first animal (i.e., reach like a giraffe, move quickly and freeze like a stingray, then reach like a giraffe again).

Resources:

https://cdn.pixabay.com/photo/2017/03/31/15/41/giraffe-2191662_340.jpg

<https://snake-facts.weebly.com/scarlet-kingsnake.html>

<https://www.dailycommercial.com/news/20181105/central-florida-sees-rise-in-coral-snake-bites>

https://mdedge-files-live.s3.us-east-2.amazonaws.com/files/s3fs-public/Rensch_stingray_1.JPG

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.liveaquaria.com%2Fproduct%2F755%2F%3Fcatid%3D755&psig=AOvVaw2YQp3nLI8SXCvQlwZtywE&ust=1593717556202000&source=images&cd=vfe&ved=2ahUKEwiL4t_X4qzqAhURYqwKHx6OCXAQr4kDegUIARDsAQ