

Dancing Vocab!

Sixth Grade + ELA and Dance

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Dance
Action
Space

DURATION

Two 1-Hour sessions

MSCCR STANDARDS

RI.6.4.: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

L.8.4(a): Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.6.: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.8.1(c): Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

MSCCR CREATIVE ARTS STANDARDS

DA.Cr.1.1.8: b. Identify and select personal preferences to create an original dance study or dance. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.

OBJECTIVES

TLW:

Identify what they already know about dance

Discuss the elements of dance

Create movement with their body

Demonstrate understanding of the elements of dance

Express themselves through the art of dance

Identify the elements of dance

Use dance to effectively portray grade level vocabulary

MATERIALS NEEDED

Space in your room

Elements of Dance Worksheet

VOCABULARY

Locomotor, non locomotor, movement, time, space, energy, body, shape, parts, 8th grade vocabulary words

RECOMMENDED RESOURCES

ArtsEdge- www.artsedge.kennedy-center.org/educators/lessons/grade6-8/Elements_of_Ballet#Overview

LESSON SEQUENCE

TTW play this short little video about ballet.

<https://www.youtube.com/watch?v=5to8H5TdVWA>

TTW explain to the learners that we are going to be creating a ballet dance to show our knowledge on vocabulary words.

1. Ask the students to think about how they would answer the question: What is dance? Have the students divide a piece of paper into three columns, which will serve as a K–W–L chart.

Ask them to brainstorm (by themselves) and write down in the first column everything that they know about dance. Encourage them to think about the history of dance, types of dance, dancers and choreographers, dance movements, social dance, what they have seen on television and in movies, etc.

2. Have the students get in pairs and share with each other what they wrote. Then have the pairs work on the second column on the K–W–L sheet, writing down what they want to learn about dance (i.e., specific dance moves, certain genres of dance, the evolution of dance, the role of dance in culture, etc.).

3. Have the pairs report to the class what they discovered from each other, from column one and column two. Ask them to share at least three items from each column. Ask the pairs if they would like to physically demonstrate any of the items that they know about dance (i.e., specific dance positions). Record the class' answers on a large piece of chart paper.

4. Have students then go back to working by themselves and complete as much of the last column as possible, recording what they have learned about dance during the class discussion.

5. Pass out the Elements of Dance handout.

6. Read and discuss the different elements of dance. Ask for student volunteers to demonstrate the elements of movement, time, space, energy, and body, using various movements.

7. Have the students leave their papers on their desks and move into an open space in the room to warm up their bodies.

8. The following is a good example of a basic warm-up procedure (each movement should be repeated several times):

- Roll the head gently, nodding up and down, then looking side to side
- Slowly roll the shoulders forward, then backward
- Circle the arms forward, then backwards. Swing the arms
- Twist the upper body at the waist, then bend side to side, and forwards and backwards
- Rotate the hips clockwise, then counterclockwise
- Bend the knees deeply
- Shake out the legs, one at a time
- Roll each ankle in circles, clockwise and counterclockwise
- Stretch the whole body, rising on toes and stretching the arms toward the ceiling
- Shake out the whole body

9. TTW then divide the class into groups of 4 and explain them that they will need to choose 5 vocabulary words from our word wall. Using those words they will need to create a ballet dance using their knowledge of ballet that we just learned.

10. TLs will have about 30 minutes to create their dance and the teacher will work closely with each group. Each group must use at least 5 words from the word wall and 3 of the elements that we discussed about ballet.

11. TLs will then present their dances to the class.

12. TTW close the lesson by having the learners explain why they chose certain ballet moves and those vocabulary words to go along with it.

EXTENDED LEARNING ACTIVITIES

You can have each group present to another class.

SOURCES

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