

Shape Dance

Pre-K + Math and Dance

Adapted by Shea Thrash

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Dance
Action
Space
Body

MSCCR STANDARDS

PK.G.1 With guidance and support, correctly name shapes.

PK.G.2 With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.

MSCCR CREATIVE ARTS STANDARDS

DA: Cr1.1.PK Generate and conceptualize artistic ideas and work. b. Find a different way to do several basic locomotor and non-locomotor movements.

DURATION

30 minutes

OBJECTIVES

The students will recite and identify shapes and their attributes using their bodies to form each given shape.

MATERIALS NEEDED

1. Chalk
2. Dry-erase markers
3. Chalkboard or whiteboard
4. Space to move
5. mp3 player and sound system with musical selections during movement times.

VOCABULARY

Attributes-arrange (a group of people or things) in classes or categories according to shared qualities or characteristics.

LESSON SEQUENCE

Challenge the students to a tag team game where the teacher splits the class into two teams. Each team will take turns naming as many shapes as they can as the teacher draws them on the board without repeating any previous answers. The teacher will then review which shapes have similar attributes such as no sides, four sides, three sides, lines, curves, etc.

Ask students to create the shapes that they listed with their bodies. Which shapes can they create alone? Which shapes do they need to create with others? Why? As each team of students create each shape with the help of the teacher, the teacher will tell them to freeze into position and then ask students to look at each other. What do they notice about how they are creating the lines and angles of each shape using their bodies? What are some things that are the same and different about what each person has to say? For example, one student may be making their arms and legs long, but another student made their legs long and arms short.

Step 1: Reviewing their original shape list on the board, look for the shapes with similar attributes. Classify these into categories (round, 4-sided, 3, sided, etc.).

Step 2: Divide students into small groups of 3-5 students. Then, ask each group to create one of the shapes from the board. For pre-k, the teacher can select a certain shape for each group to do. Provide each group with up to 2-3 minutes to create the shape using their bodies only. After 3 minutes, say “freeze!” and students will freeze into their shape.

Step 3: Give students 10 seconds to stand back up. Then, ask them to create the same shape using their bodies, but this time they cannot talk about it and they only have 1 minute to create the shape



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EXTENDED LEARNING ACTIVITIES

Create a shape dance of categorized shapes that sequence from one category to the next. Select the shapes, timing, and groupings and then perform. This may be done in a whole-group setting for pre-k students instead of individual teams.

SOURCES

<https://educationcloset.com/2016/05/17/dancing-shape-attributes-steam-lesson/>

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