

Learning Objectives:

- Students will demonstrate knowledge of at least three different body shapes
 - *Assessment strategy:* (REVERSE CHECKLIST) Observe students making body shapes and scan for students who do not demonstrate clarity or variation.
 - Learning Goal 2: Students create a short dance sequence about solids and liquids.
 - *Assessment Strategy:* (RUBRIC) During creating and/or sharing, note how clearly each group demonstrates the required components.
 - Learning Goal 3: Students will identify body shapes in the dances of others
 - *Assessment Strategy:* (CHECKLIST) During sharing/reflection, note each student who uses appropriate vocabulary.
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0:00-5:00 WARM UP

1. Repeat and expand stretches, steps, and sequence of warm up taught on day one.
2. Focus instructions on changes in body shape. i.e.: stretch from straight to bent, curve body from side to side, wide and narrow pliés

5:00-20:00 INTRODUCTION AND EXPLORATION OF CONCEPT

1. Introduce Concept (BODY SHAPE): Our bodies can make many different shapes which can be described by words like wide, narrow, straight, curved, angular, and twisted. These shapes can be still in self space or moving through general space.
Curriculum link: describing body shapes is like describing the properties of solids/liquids
2. In self space, students explore still “frozen ice sculpture” shapes. Teacher calls out descriptive words for students to try. (wide, narrow, straight, curved, angular, twisted)
Curriculum link: when frozen into ice, water is a solid
3. Students generate word list of actions that describe liquid water. (flow, splash, trickle, pour, spill, bubble, rush...)
4. In general space, students explore traveling with different body shapes and actions using the image of liquid water. Teacher calls out words from list for students to explore (i.e; flow through the space with a curvy body, splash through the space with a twisted body, trickle through the space with a straight body...)
Curriculum link: when ice melts, the water changes into a liquid
5. Divide the group in half. Half of the students create their own still “ice sculpture” body shapes spread out in self space. Half of the students travel around and through the still shapes changing their body shapes and actions while moving. Have groups switch roles.
Curriculum link: liquids flow around and under/over solids, changing their shape to the shape of the “container”

20:00-30:00 SKILL BUILDING

1. Travel across the floor in lines. Introduce and demonstrate SKIP. Students try it with different arm shapes (skip with wide arms, curvy arms, angular arms).
2. Add a still body shape in the middle (dancer’s choice). For example: skip 8 counts to middle with curved arms, freeze in dancer’s choice body shape for 8 counts, skip 8 counts to other side with straight arms

30:00-42:00 CREATE/CHOREOGRAPHIC TASK

1. As a class, students choose three action words from list (i.e. – flowing, splashing, pouring) to fill in the blanks in cinquain poem:

Liquid
Bubbly, smooth
____, _____, _____
I freeze rock solid
Liquid

2. In groups of 2-3, students create movements for each line of the poem (teacher reads)
 - Line 1: groups create a frozen solid shape to start and melt to liquid when the word “liquid” is read
 - Line 2: groups chooses one action and one body shape for each word (i.e: bubbly= bounce with curvy body, smooth= spin with wide body)
 - Line 3: each individual improvises in general space changing body shapes when each word is read
 - Line 4: Repeat beginning frozen group shape
 - Line 5: Repeat melting movement and freeze after melting for clear ending

42:00-50:00 SHARE/REFLECT/CLOSING

1. Half of the groups share their dances while the other half observes (teacher reads poem)
2. Before dances are shared, review appropriate audience behavior
3. Give reflection questions to observers before watching and lead discussion after watching
What body shapes did you see in the dances? Were the body shapes different when the dancers were still than when they were moving? How?
4. Switch performer/audience groups
5. End class with révérence

Dance Standards

- 1.1. Understands and applies dance concepts and vocabulary
- 1.2.1 Recognizes, understands, and applies the skills and techniques of dance
- 1.4.1 Recognizes and understands audience skills in a performance setting
- 2.1.1 Understands, applies, and creates using a creative process in dance.
- 2.2 Applies a performance process in dance
- 2.3.1 Understands, applies, and creates using a responding process in dance
- 3.1 Uses dance to express and present ideas and feelings
- 4.2 Demonstrates and analyzes the connections between the arts and other content areas

Vocabulary

- Body Shape: Straight, curved, angular, twisted, wide, narrow
- Self space/general space
- Warm-up
- Across the floor
- Révérence
- Solids, liquids
- Properties
- Observation

Science Standards

- 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.
- 1.3.3 Know that water can exist in different states: solid and liquid.
- 2.2.1 Understand that all scientific observations are reported accurately even when the observations contradict expectations.

Possible Descriptive List

- Melt
- Splash
- Trickle
- Flow
- Freeze

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