

TITLE:

Using Body Shape to Establish Straight and Curved Lines

DEVELOPED BY:

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ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

Children will be able to:

- gain an understanding of body shape and curved/straight lines
- practice using descriptive/observational language
- demonstrate an understanding that straight and curved lines make-up things all around us
- communicate this understanding on their bodies

CHILDREN'S PRIOR KNOWLEDGE NECESSARY FOR THIS EXPERIENCE:

- experience with the warm-up sequence
- understand expectations of using the vinyl spots (standing on one spot as a way to contain their personal space)
- understand that a body shape is a frozen position of the body

VOCABULARY:**Arts Vocabulary**

Developmental movement patterns (breath, tactile, core/distal, head/tail, upper/lower, body/side, cross, lateral, and vestibular)

Body shape (straight/curved shape)

Freeze dance

Curriculum Content Vocabulary

Observation

Straight line

Curved line

MAIN EXPERIENCE:

Warm-Up

Warm-up using vinyl spots spread throughout the room. Review: breath, squeeze, tap, core/distal, and freeze in a frozen body shape.

Main Experience

Observation/Experimentation of Straight and Curvy

When we were walking around the room, I noticed that some people had straight lines in their body shapes and some had curvy. Look here is a straight arm! When I count to three can I see everyone standing on their spots make a curved line with their arms? 1-2-3. (Use a bendy tube to demonstrate the concept). When I count to three can you make straight lines on your body? What about straight legs? Straight arms? Straight torsos? Can you keep your bodies as straight and tall as possible and move back to the perimeter of the carpet? Try not to bend any of those straight lines. How can you keep your legs straight and still walk? Walk like a robot...straight legs and arms. Now everybody shake it out and turn around and sit right down...

Teacher demonstrates how to make a curved line with your body. *What body part did I choose to curve? Can you make a curved line that looks different? How is this curved line different? There are straight and curved lines everywhere not just in our body shapes. Show the children some pictures and objects that are examples of straight and curved lines- geometric shapes (circle, square, cube and sphere) in nature, and everyday objects...do you see any straight lines/curved lines in your classroom? Etc...*

Introduce Simon the snake. *Simon the snake, is so great he can be straight or cuuuurve his body. Show objects from Simon's box...banana, train track, spaghetti, circle, square...*

Have the children use the language. *I see ____.* Then put cube and the sphere on the fabric. *I feel ____ (curved lines or straight lines).* Sort and classify the objects.

Closing

Creating straight and curvy shapes on our bodies using the strategy of freeze dance.

Ask the children to move back to their spots in the room like robots with very straight arms and legs. Use freeze dance as assessment strategy: *Once you find your spot, freeze your bodies on top...these are very special spots today. You have your very own dancing spot. This is your own little stage where you can show us all of your dance moves. But you must stay on top of your spot while you dance so that we don't have any dancers crashing into each other. And one more thing, you can only dance when you hear the music. When the music stops, what do you think your bodies need to do? That's right- freeze. Let's try it.*

Try it once and walk around making observations about body shapes—particularly where we see straight and curvy lines. *Now let's make it a little harder, this time when you freeze I want you to freeze with a curvy line. Maybe a curved arm or maybe a curved torso...find a way to curve your body. Make observations. Ok I think you are ready to make this even harder. I am not going to tell you to make a curved or straight shape, I am going to show you one of my objects and you have to show me if it is a straight thing or a curved thing. Don't tell*

me with your words but show it on your bodies when you freeze.

INTENTIONAL QUESTIONS:

Open-Ended (i.e. children contributing possibilities, thoughts)

What are some curved lines you see in the classroom?

What are some things in the classroom that have straight lines?
