

TITLE:

Developing Movement Sequences to Demonstrate Sequencing, Comparing and Contrasting

DEVELOPED BY:

Amanda Whiteman

ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

The children will be able to:

- classify mittens and gloves and match with a partner
- sequence simple movements with and without a prop
- develop and explore their own movement choices

VOCABULARY:**Arts Vocabulary**

Levels of high, middle, low

Props

Dance partner

Curriculum Content Vocabulary

Ordinal numbers

Gesture

MATERIALS NEEDED:

Book *The Mitten* by Jan Brett

Bodies

Gloves

Mittens

Hand shaped fly swatters

MAIN EXPERIENCE:**Introduction**

Pass out mittens and gloves. Put white glove and white mitten down on floor. Children tell which they have then come up and drop it on correct pile. Sing: [Child's name] *drops his glove/mitten in the pile, in the pile and now he sits back down.*"

Look at piles. *Do you think there are more mittens or gloves? Which pile is larger? Smaller? Let's see. Count them. Which has more?*

Now pass one glove or mitten out to each child. They put them on. One child comes up to front. *Who has the partner? Sing:*

Who has the partner?

Skip to my Lou

Who has the partner?

Skip to my Lou,

Who has the partner?

Skip to my Lou,

Drop them in the pile.

(Partner comes up and "high fives" first child with glove or mitten and swings around with them.)

Main Experience

How many pairs or partners did we make? With your partner, can you show me how you can give a high five way up high? What about down low? What would a five look like in the middle? What about a turning five? Can you think of any other ways you could give a five? Why do you think we call it a five? Give the children a chance to explore partner dancing and creating their own five ideas. Using one of the child-directed choices, teach the pairs the five dance to be done with the gloved hand.

1st up high

2nd down low

3rd turn around

and 4th just so (use child directed choice)

Closing

Using song as a transition to sit down and collect mittens/gloves sing: *Who's got a mitten? Sit right down, sit right down, sit right down. Who's got a mitten sit right down, in the circle please. Who's got a glove? Sit right down, sit right down, sit right down. Who's got a glove sit right down in the circle please.* Collect gloves and mittens. *Who's got a black glove? Put it away, put it away, put it away. Who's got a black glove? Put it away, in the bag please.* Repeat until all mittens/gloves are collected.

I really liked our five moves. I was wondering, what else do we do with our hands? Can anyone think of

anything? Depending on the group, be prepared to model a few ideas such as wave, blow a kiss, scratch our heads, eat, etc. Have the children explore gestures with their hands.

I brought a prop for you. What does this look like? Yes, a hand! Do we hit our friends with our hands? No, so we are not going to use our prop hands to hit either. We are going to use gentle hands today. Pass out the hands. Ask the children to count how many fingers are on the hands. Sort by color. *Which hand group has more? Which has less? How do you know that?* Using some of the child-directed choices from above, ask the children to try them with their prop hands. *Can you show me how your hands can high five up high with a friend? What about down low? Green group, can you show us how you can wave good-bye with your hands? Pink group, can you show us how you would scratch your heads with your hand? Blues group can you remember any of our other hand gestures we came up with? Let's try it. I wonder if we could make up a hand dance?* Ask four children to pick four movements from the exploration and combine them into a sequence. Practice as a large group and as a color group.

INTENTIONAL QUESTIONS:

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

What else can you do with your hands?

How else can you move?

Can you think of any other ways you could give a five? Why do you think we call it a five?

Demonstration (i.e. "show me...")

Can you show me how you can give a high five way up high? What about down low? What would a five look like in the middle? What about a turning five?

Can you show us how you would scratch your heads with your hand?

Application to Other Areas (i.e. making connections to other areas)

Practice using descriptive language

Practice auditory cuing skills

Factual Questions

Can you find your match? How do you know?

Which group has more? Less? How do you know?

What was first? Second? Third? Fourth?

How many pairs or partners did we make?

MODIFICATION:

For older children, have them create individual high five phrases to show the class. Can they work together to make up their own sequence of moves? Older children will need less modeling to generate ideas.
