

TITLE:

High and Low Patterns in Dance

DEVELOPED BY:

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ART FORM: Dance/Movement Drama Music Puppetry Multi-disciplinary / _____**OBJECTIVE(S)/GOAL:**

The children will be able to:

- see and then create high and low shapes
- recognize and extend a two-part and then three-part pattern; place the pattern in their bodies; and recognize pattern in body shape and in symbol.

VOCABULARY:**Arts Vocabulary**

Shape

Audience

Performers

Waltz

Curriculum Content Vocabulary

Pattern

High/Higher/Highest

Low/Lower/Lowest

More/Less/Equal (with symbols)

MATERIALS NEEDED:

Symbols on poster board

MAIN EXPERIENCE:**Introduction:**

While sitting in a circle, explore high and low.

“Make a high shape...wow! How about higher...OK...how about the highest shape you can make? Wow, that is high! Let’s all make Jimmy’s high shape—he is all the way up on his toes! Now, let’s make a low shape...oh very different...how about lower? OK, how about the lowest shape you can make? Oh great, let’s all make a low shape like Jordan, all the way to the ground! Let’s put two shapes together, the highest and the lowest! Ready, go...Highest, lowest, highest, lowest, highest, lowest! What do we do next? Yes, highest! And next? Yes! The lowest! We are making a pattern! A high, low, high, low pattern. Let’s cross our legs and sit right down!”

Main Experience:

“We are going to make that high and low pattern with whole body shapes right here in our circle. Let’s have this side of the circle as audience and that half as performers. Performers who would like to make the first shape—it will be a high one. Here is a symbol for high, I will place it right here in front of Jules’s body shape. Next is a low shape—here is the symbol for a low shape. Who will come make the next shape, a low one?”

Continue on asking the children after this first beginning of the pattern to continue it themselves, making the shapes and assigning the symbols. Once half the class has finished, the other half tries. If the class is doing it so easily we could make the pattern high, high, low.

Closing:

Place a low, high, high pattern on the floor with the symbols. Have the children say the pattern, then gesture the pattern, and finally gesture the pattern to a lullaby. Possibly get up and move the low, high, high pattern. *“This is a waltz we are doing!”*

INTENTIONAL QUESTIONS:**Open-Ended (i.e. children contributing possibilities, thoughts)**

What do you notice about this shape pattern?

Demonstration (i.e. “show me...”)

Can you make a high shape? Higher? What about the highest? Repeat for low...lowest.

Problem Solving/Critical Thinking (i.e. prediction)

What comes next in our pattern? Which symbol do you think matches hi, lo, med.?

Factual Questions

Do we have more high shapes or low shapes?

MODIFICATION:**Possible Extension Experiences**

Teach a waltz step, low, high, high (simply going forward)

“Are there more low shapes or high shapes? Let’s line you up and see!”

High, low pattern can point out they are equal, and a high, low, low pattern would have a much greater number of lows (twice as many)

Write a pattern and make that pattern.

Possible Parent Communication/Connection

Write and make a pattern with body shape at home.
