

TITLE:

Using Dance Elements to Observe and Describe Wind

DEVELOPED BY:

Amanda Whiteman

ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

Children will be able to:

- use movement exploration to identify relationships between objects
- demonstrate the effects of wind using body movement
- define individual choices using observational language

VOCABULARY**Arts Vocabulary**

Self-space

Levels

Movement choice(s)

Flutter

Gentle/Strong

Curriculum Content Vocabulary

Observe

Describe

Body parts

Wind

Effect

MATERIALS NEEDED:

Fan

Feathers

Optional: windsocks, kites, pinwheels

Music (two options that represent strong wind and gentle wind)

Suggested Books: *Air Is All Around You* by Franklyn Branley
The Wind Blew by Pat Hutchins
Feel The Wind by Arthur Dorros
Like a Windy Day by Frank Asch and Devin Asch

MAIN EXPERIENCE:

Introduction:

Observation

Observing is the way in which children gather information to answer a question, learn more about something, or to solve a problem. In preschool, children begin to observe with intention.

How do we develop the skills of observation in children?

- **Ask open ended questions and use inquiry based instruction.**
What do you see?
What is different, or the same, about these things?
What can you tell me about this?
- **Develop experiences in the classroom that are based on a question.**
What would you like to know about this? "I wonder...."
- **Allow for child-directed learning experiences.**

Creating a safe environment for children to explore and observe where there are no right or wrong answers:

- Allow children to dictate and direct the experience based on their observations and interests
- Hands on inquiry: allow children to look, touch, taste, manipulate and move in order to gather observational language
- Model observational language to describe what you see

Dance is a natural tool to help children develop skills of observation. As a non-verbal form of communication, it is a powerful tool of self-expression and heightens perceptual awareness. Modeling and developing language to describe dance connects both the verbal and non-verbal functions of our brains. Use observational language to describe and observe the movement choices of the children. Simply put, verbalize what you are seeing from the children. For example: "I see Marcus moving his arms very slowly, up high. I see Susan dancing low to the ground with her legs straight." The more observational language you provide for the children, the more observational language you will begin to see. You will also notice more movement experimentation and choice as you give them more ideas and possibilities.

But where to begin with your movement observations? Using the dance elements (Body, Action, Space, Time, Energy) and are a great place to begin with your observational language. Here are a few places to begin when observing children's movement:

- Body Part Relationships: For example, "I see your hand is connecting to your knee."
 - Line (straight and curved) For example, "I see two straight legs and one curved arm frozen."
 - Levels: High, Middle, Low
 - Size of Shape: Big or Small
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- Spatial relationships: “I observe that your foot is behind your back and your arms are above your head.”

Main Experience:

Experiment and observe.

“Can you see the air around you? Try catching the air in your hands. Can you see it? Let’s catch some air in our lungs... now blow it out. Can you feel the air? It is moving. Moving air is called wind.”

Experiment with wind. Stand in front of a fan. Ask the children to describe what they are seeing. Go out on the playground and observe the trees moving in the wind. Play with windsocks, kites, pinwheels. “What do we notice? What do you observe? How does wind affect these things?”

Experiment with force. Using a feather, have the children blow lightly on the feather and then blow strongly. “How does the feather move? What words can we use to describe our observations?” Can the children transfer this observation into movement on their hands? “Can you show me with your hands how the feather moved in a gentle wind? What about the way the feather moved when you blew stronger? Can you use your whole body to show me how the feather moved?”

Add music to the child directed movement. Using music or sounds of winds, ask the children to demonstrate the effects of wind using their bodies. Identify with the children which sound or piece of music will represent the gentle wind and which will represent the stronger wind.

Create a dance using the music to cue the wind movement. Divide the class into smaller groups to observe their classmates’ wind dance. Ask the children: “What did you observe?”

INTENTIONAL QUESTIONS:

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

What do you observe?

What did you notice when the fan blew?

What did you notice when you blew the feather gently?

What did you notice when you blew the feather with more force?

Demonstration (i.e. “show me...”)

Show me how the feather moved when we blew on it gently?

Show me how the feather moved when we blew on it with more force?

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

What do you think would happen if we placed the feather in a box in our classroom? Why?

What do you think would happen if we placed the feather on a table on the playground? Why?

Factual Questions:

What is wind?
