

TITLE:

Using Vinyl Spots in Dance Experiences: Managing Movement in the Classroom

DEVELOPED BY:

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ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

The children will be able to:

- identify and demonstrate axial movement skills
- solve math problems (Counting, ordinal numbers, AB patterns)
- solve a movement problem in more than one way

VOCABULARY:**Arts Vocabulary**

Self space

Pathways (straight, curvy)

Curriculum Content Vocabulary

Classroom Management

Pathways

MATERIALS NEEDED:

Vinyl spots

music

MAIN EXPERIENCE:**Conservation**

(the quantity of a group of objects remains the same regardless of their arrangement)

A. Conservation and Axial Movement in Self Space

- a. Arrange a group (five) self spaces in different formations (circle, line, scattered). For each formation instruct children to stand on self space and explore axial movement to music. Ask children to observe that the total number of children dancing does not change with the different formations. Why is this?

B. Conservation and Locomotor Movement in General Space

- a. Arrange five self spaces in the formation of a small circle, have one child stand on each self space. (The children should be standing close together). When music starts, instruct children to pick up their self space and travel around the room. Ask children observing to notice that the total number of children moving remains the same, regardless of their position in the room. End the exploration by stopping the music and asking the children to stand on their self space and freeze. Ask the observing children to count the number of children standing on their self space (by this time their formation is probably more spread out and scattered. *Do we have the same number of children standing on self spaces and spread out as we had in the beginning when they were standing close together?*)

INTENTIONAL QUESTIONS:

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

How many people do we have standing in a circle?

How many people do we have scattered around the classroom?
