Kinetic Classrooms

Creativity in Today's Classroom

August 13, 2019

Creative Movement Approach to Lesson Plans

and connected learning processes from Bloom's taxonomy

- Warm up (teacher directed) | REMEMBERING
    - Introduce the lesson concept through a multi-sensory approach (hear, see, say, do)
    - Perform the BrainDance
    - Include dance technique when appropriate

- Exploring the Concept (student centered) | UNDERSTANDING
    - Explore the lesson concept through structured improvisations
    - Reflect on the exploration with peers

- Developing Skills (teacher directed) | APPLYING
    - Learn and practice skills and steps integrating the lesson concept
    - Learn and practice dance phrases, movement combinations and short dances

- Creating (student centered) | ANALYZING/CREATING
    - Generate new movement ideas based on the lesson concept through improvisation
    - Choreograph studies/dances incorporating choreographic devices, forms and principles

- Cooling Down (teacher directed *and* student centered) | EVALUATING
    - Share and evaluate improvisation/choreography, review lesson concept, stretch and reflect

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BEST Dance Concepts

Body

Parts: head, neck, arms, wrists, elbows, hands, fingers, pelvis, spine, trunk, legs, knees, feet, toes, ankles, heels, shoulders, etc

Shapes: straight, curved, angular, twisted, symmetrical, asymmetrical

Relationships: body parts to body parts, individuals to groups, body parts to objects, individuals and groups to objects—near, far, meeting, parting, alone, connected, mirroring, shadowing, over, under, above, below, around, through, beside, between, on, off, in, out, etc

Balance: on-balance, off-balance

Energy

Quality: smooth (sustained), sharp (sudden)

Weight: strong, light, passive, active

Flow: free, bound

Space

Place: self-space, general space

Size: big, medium, little

Level: high, middle, low

Direction: forward, backward, right, left, up, down

Pathway: straight, curved, zigzag

Time

Speed: slow, medium, fast

Rhythm: pulse, pattern, grouping, breath

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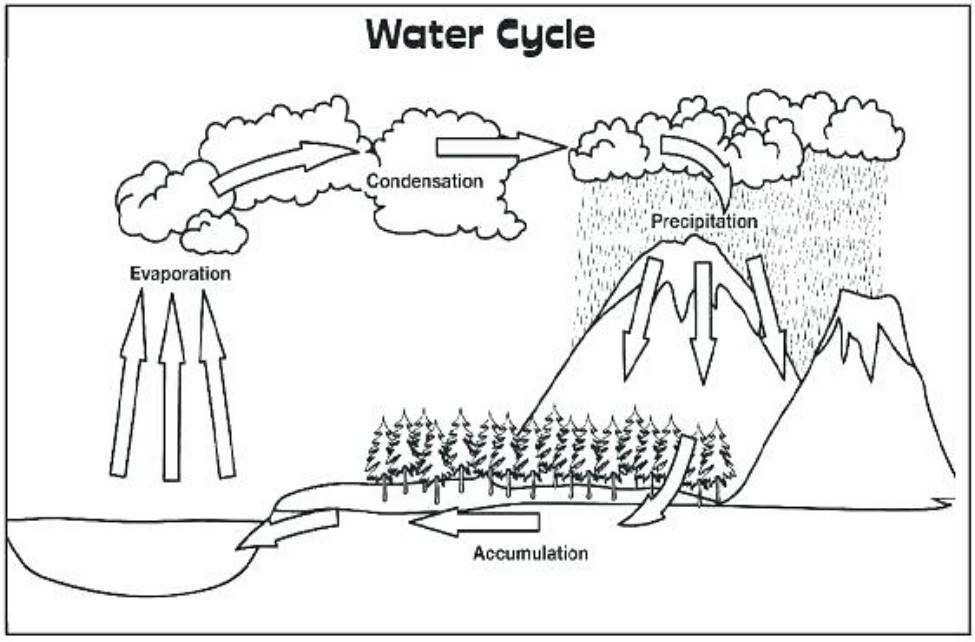
Creating: *Review the Water Cycle diagram. Design an activity about the water cycle for your assigned portion of the creative movement lesson plan approach integrating state standards with the dance elements space and/or energy.*

Standards

Earth and Space Science 2: Water is present in the air as clouds, steam, fog, rain, ice, snow, sleet or hail. When water in the air cools (change of energy), it forms small droplets of water that can be seen as clouds. Water can change from liquid to vapor in the air and from vapor to liquid. The water droplets can form into raindrops. Water droplets can change to solid by freezing into snow, sleet or hail. Clouds are moved by flowing air.
Dance 1PR: Demonstrate basic locomotor and non-locomotor movement patterns using changes in time, space, body shape and movement quality to construct and express personal meaning.
Dance 7PR: Explore and use a range of subject matter to create original dance improvisations and dances.

Name: _____



Retrieved from: www.jasonyost.me/worksheets

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Movement-Based Teaching Strategies/Activities

Word-Movement Correlation	Teachers give words/phrases and students must replace the spoken word with a physical movement
Carousel	Write different but related questions or prompts on chart paper and post the papers around the room. Students move around the room either individually or in small groups and write ideas or answers on each paper
Agreement Circles	As students stand facing each other in a circle, the teachers makes a statement. Students who agree with the statement step into the circle
Jigsaw	Jigsaw is a cooperative group activity in which a different segment of a learning task is assigned to each member of a small "home" group. Each student becomes a member of an expert group which learns a particular skill. Experts then return to their home groups to share information and demonstrate the skill. Each expert must ensure that all members of the home group understand the information and the method of performing the skill.
Ready-Set-Action	Have students act out part of a story, using physical movement to demonstrate and improve comprehension of the story
Machine	Each person makes a shape (can add one body part moving, if desired) to describe a simple machine or system. The shapes connect one to another to form a big or small machine.
Systems	Groups create dances or tableaus (still shapes) describing different systems (body systems, environmental systems, etc). Ask students to show what happens to the systems when they become altered by specific outside sources.

Other Recommended Resources:

A Self-Directed Guide to Designing Courses for Significant Learning, L. Dee Fink
Brain-Compatible Dance Education, Anne Green Gilbert
Creative Dance for All Ages, Anne Green Gilbert
Teaching the Three Rs Through Movement Experiences, Anne Green Gilbert

National Education Association: http://www.nea.org/tools/LessonPlans.html
KET Arts Toolkit: https://www.ket.org/education/arts-toolkit/

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