

Grade K

Connections and Suggestions for Integrated Activities

Dance and English/Language Arts CCSS

Connections

- demonstrating understanding of ELA concepts by embodying, or physicalizing them using dance concepts, skills and knowledge
- using descriptive language in complete sentences
- participating in collaborative conversations with peers
- asking questions for understanding
- categorizing words and movements
- building and using vocabulary
- describing or visually representing events with details
- speaking to express thoughts, feelings and ideas clearly

Suggestions for Integrated Lesson Activities

- Create body shapes using straight and curved lines, low and high levels to form the shapes of upper and lowercase letters. Use all of the body as well as body parts to form letters. Work alone or with a partner.
- Perform a variety of locomotor movements. Discuss the characteristics of these locomotor movements in order to better to distinguish shades of meaning amongst locomotor verbs.
- Distinguish between and perform a variety of locomotor and non-locomotor movements. Categorize movements/verbs according the concept represented. (e.g., run and walk are locomotor; twist and bend are non-locomotor)
- Name and categorize body shapes by line (straight-curved) and level (high-low)
- Participate in dance activities, following teacher cues using frequently occurring prepositions, e.g., in, out, on, off, by, with, around, through
- Participate in dance activities in which utilize movement opposites – both verbs and adjectives, e.g., slow-fast, run-walk
- Use grade-appropriate dance vocabulary to talk about, describe or express thoughts and feelings about dances seen and performed.

Dance and History/Social Science

Connections

- determining and demonstrating relative location in space and changes in location
- following directions in response to teacher cues
- understanding and following class rules
- connecting to earlier historical periods

Suggestions for Integrated Lesson Activities

- Move through space changing location relative to others in response to oral instructions, e.g., near/far, behind/in front, left/right.
- Perform simple movements following teacher cues and directions
- Name, learn and perform traditional dances from earlier periods of history in both the United States and other countries. Relate these dances to the lives of the people who created them, e.g., modified version of the Appalachian Big Circle Dance.

Dance and Mathematics

Connections

- counting
- identifying quantities that are greater or less than
- representing addition and subtraction with simple movements and movement patterns
- solving addition and subtraction word problems within 10 using simple movements to represent the problem

Suggestions for Integrated Lesson Activities

- Perform a given number of the same movement, counting while moving, e.g., jump four times and freeze; count each jump out loud 1-2-3-4. Ask students to move through space in any way they wish. When you cue them to jump, they will jump only four times in place and then continue moving through space.
- Ask students to watch and count how many different body shapes they can see and name (line, level) in a series of dance photographs or how many different locomotor steps they – or a classmate - use in a locomotor dance.
- Use number cards to play a “greater or less than or equal to” dance game focusing on shapes at low and high levels and partner work: each student has a card with a number written on it from 1-10 (depending on class size). Students pair up facing each other and then show their cards to each other. If number on their partner’s card is greater than their number they will make a high shape; if less than, a low shape. If it’s equal they will make a matching shape. Then students will dance through the space until the teacher’s cues them to find a new partner, and they will show their numbers and respond with shapes. Repeat.
- Create simple dance problems to represent addition or subtraction using students bodies or individual movements to represent the problem. Example: Ask students to embody the following: If Maria does 6 hops and Lisa does 4 hops, how many hops have they done? Show me. Maria does 6 hops, Lisa does 4, and together they do 10. Repeat the pattern with other addition sentences or the same sentence with another movement. Perform to music.

- Create a group dance in which class groupings change to represent decompositions of a given number less than or equal to 10. Cue student to travel from one “decomposition” grouping to another.
- Compare shapes in terms of level (higher/lower), locomotor movements in terms of speed (faster/slower).
- Describe body shapes made by self and peers using descriptors of line and level, as well as comparisons to known geometric figures (circle, square)
- Identify body shapes as solid, or three-dimensional. Transform two-dimensional shapes seen in a photograph into three-dimensional body shapes. Create a simple shape pattern dance.
- Model shapes in the world using the body and focusing on the following considerations: all of the body v. body parts; straight and curved lines; high and low levels.

Dance and Science

Connections

- understanding change or transformation of a material (or how changing the energy quality of movement changes how we move)
- observing
- describing the relative location of objects (the body in relation to other bodies or objects)

Suggestions for Integrated Lesson Activities

- Explore the words “freeze” and “melt” with movement; describe the movement; compare to water, which also freezes and melts.
- Move through space in curving locomotor pathways imagining the “flow” of water
- Create short and improvised dance studies around the words/movement concepts of freeze, flow and melt
- Use the five senses to observe and experience a variety of objects, and then respond with original movement to the distinguishing qualities of these objects, e.g. prickly pine cones, smooth velvet cloth, soft pillow, hard rock
- Respond to teacher cues in regards to one’s relative position to a partner, e.g., stand next to your partner; dance away from your partner; make a shape above/below your partner’s shape.