

Grade One

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 and adults in small and larger groups
- asking questions for understanding
- categorizing words and movements
- building and using vocabulary
- describing or visually representing events with details
- expressing ideas and feelings clearly through words and through movement
- asking and answering questions about simple texts – both written and “danced.”
- sequencing (beginning, middle, end)
- demonstrating command of standard conventions in both English language usage and dance

Suggestions for Integrated Lesson Activities

- Sort and define movements as locomotor or non-locomotor. Show understanding by performing an ABA pattern dance study using both locomotor (A) and non-locomotor (B) movements.
- Apply descriptive words to actions, e.g., explore movements that are strong.
- Vary the force/size/tempo/space used in performing basic locomotor and non-locomotor movements and body shapes in order to convey nuances in movement, e.g., skip lightly; look, peek, glance, stare, glare; make a big shape/gigantic shape.
- Perform short dance studies that focus on simple concepts within the element of space (categorize/define concepts that deal with space, e.g., shapes, lines, level, size, general and self-space, pathways, etc.)
- Explore and clearly express basic emotional qualities through movement (e.g., sad, glad, mad). Improvise around one emotional quality, creating a short dance study with a beginning, middle and end. Discuss how movement changes to reflect the different emotional qualities.
- Read a short poem with strong movement images (e.g., *A Butterfly Poem by Lillian Schulz*). Identify words or phrases in the poem that suggest movement or are: dancing words.” Respond in movement. Create a “butterfly” study with a clear beginning, middle and end.
- Describe dances seen and performed using nouns with matching verbs in a basic sentence, e.g., I jump. She walks. He runs. Write movement sentences to share with each other. Create simple dance studies around movement sentences with a focus on verbs (e.g., locomotor verbs).

- Use frequently occurring adjectives to modify movement and body shapes, and to describe movements that are performed or seen. Example: slow turn, fast turn; high shape, low shape. I saw beautiful curved shapes.
- Travel through space with an awareness of others while responding to cues of frequently occurring prepositions, e.g., travel towards your partner, skip around the chair.
- Construct simple dance studies around an idea that have a beginning, middle and end structure.
- Learn a simple folk/traditional/pattern dance. Talk about and describe the dance (costumes, music used, style or feeling of the dance). Identify where the dance is from and when it was danced (at holidays, etc.). Participate in a collaborative conversation around these ideas.
- Learn two distinct simple folk/traditional/pattern dances. Discuss the experience with peers. Ask students to express which dance they enjoyed the most, and why. Ask them to use dance vocabulary and details from the dance itself, (e.g., I liked dance A because it was happy. We jumped a lot.)
- Use basic dance vocabulary to identify and describe a dance observed. Ask and answer questions about the dance.
- Participate with peers in a collaborative conversation around how they would communicate a specific idea or mood in a dance. Explore the idea or mood, and improvise a short dance study around the idea.
- Participate with peers in a collaborative conversation around the ways in which dance relates to other subjects being studied (e.g., ELA: nouns/verbs, beginning, middle, end) and embody these conceptual connections.

Dance and History/Social Science

Connections

- understanding and following class rules
- cooperating with others
- connecting to earlier historical periods, recognizing similarities and differences
- recognizing and connecting to a sense of community and tradition

Suggestions for Integrated Lesson Activities

- Work cooperatively and collaboratively with others in a group to solve specific dance problems. Discuss the norms/rules/expectations of group work, e.g., respect others opinions and ideas, etc.
- Identify and discuss when and where people dance. Recognize similarities and differences of earlier generations as compared to today.
- Discuss how dance is a part of creating community, and how traditional dances help create a sense of community. Learn traditional dances that have inspired a sense of community through time. Discuss the community and time in which these dances were created, and describe aspects of the style, costumes and music of the dance that reflect that time and culture.

- Create a class dance that reflects the community of the school or classroom, and perform it over time to create a new classroom tradition.
- Name and perform folk/pattern dances from earlier generations. In particular, learn grade level appropriate folk/pattern dances that are considered traditional in the United States, e.g., simple square dance, Virginia Reel, Appalachian Big Circle Dance.
- Learn traditional folk/pattern dances from various countries, and list the commonalities in these dances, e.g., locomotor movements, formations.
- Discuss what we can learn about earlier generations from their dances.

Dance and Mathematics

Connections

- counting
- representing addition and subtraction with simple movements and movement patterns
- solving addition and subtraction word problems within 20 using simple movements to represent the problem
- identifying and organizing movements into categories
- representing and interpreting movement data from dances performed or seen

Suggestions for Integrated Lesson Activities

- Create simple add-on locomotor sequences while counting to relate counting to addition. Example: Give the students an addition sentence, which reads $10 + 2$. Instruct the students to skip 10 times and then 2 more. Count out loud as you skip – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 1, 2. How many skips was that? Show me again and count to 12. Repeat with different movements and addition sentences. Create a class locomotor dance based on the counted locomotor movements.
- Create simple dance problems to represent addition or subtraction using students bodies or individual movements to represent the problem. Example: Create a group dance in which class groupings change to represent decompositions of a given number less than or equal to 20. Cue students to travel from one grouping to another, e.g., find all the addition sentences for the number 12. Begin in a “clump” of 12 dancers. Using locomotor movements, travel through space to show each of addition sentences, traveling through space to re-group each time.
- Identify and name basic locomotor and non-locomotor movements in a dance they have viewed (peers in class or DVD). Categorize and organize the movements into the above two categories. Ask and answer questions about the data? Did the dancers perform more locomotor or non-locomotor movements?
- Improvise a dance study in which you find three different ways to travel through space. Perform for each other. Audience members will note the locomotor movements used by their classmates, and then organize this information to see which locomotor movement was chosen most often.

- Learn how to name body shapes using the defining attributes of line and level. Create body shapes according to teacher cues naming line and/or level. Relate this information to geometric shapes. What kinds of lines do we use to make a square? Triangle? Circle?
- Participate in a collaborative conversation to discuss how we demonstrate math concepts through dance.

Dance and Science

Connections

- understanding the concept of change or transformation (of materials, weather, movement quality)
- describing
- 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. Can you melt in place? Through space? Can you freeze your legs and let your upper body melt?
- Move through space in curving locomotor pathways imagining the “flow” of water. How would water move if it were in one container – in place?
- Create short and improvised dance studies with a beginning, middle and end 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
- Use the five senses to go on a sensory journey. Cue students to move using a variety of locomotor and non-locomotor movements, varying the energy used in performing the movements, e.g., walk slowly through the mud, skip lightly through the field, fall heavily in the sand.
- 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.
- Use improvisation to discover movements that represent different kinds of weather, e.g., rain, strong wind, light breeze, hurricane, snow, etc. Create short movement studies to show either a particular weather state or a change of weather, e.g., sunshine to rain, light breeze to hurricane winds.
- Describe and physicalize the common properties of different kinds of movements and body shapes, e.g., all locomotor movements travel through space; non-locomotor movements stay in one place; body shapes are still.

- Name body shapes using the defining attributes of line and level. Create body shapes according to teacher cues naming line and/or level. Recognize that all body shapes are still, and can be described using line and level.