

NATIONAL *Dance* WEEK

First Grade Dance Projects

Objectives

- ❖ To use the dance movement of turning to explore different academic skills.
- ❖ To encourage each student to express him / herself through movement, both structured and creative.
- ❖ To look at dance as an art form and begin developing an appreciation for different dance forms.
- ❖ To allow all students to experience how fun and easy dance can be.
- ❖ To encouraging those students interested in dance to continue in their personal development and appreciation.
- ❖ To introduce dance to those students who have not had the opportunity to participate in dance activities previously.

Physical Education I- Introduction to Dance (approx activity length 40 minutes)**Equipment**

Something to play music on (stereo, mp3 player and speakers, etc)

A clock with a second hand, stopwatch or timer

The song "Pump up the Jam" by The Party Cats (Kids Dance Party CD)

[Download full cd here from Amazon](#)

[Download single song here from Amazon](#)

This song and cd are also available for download through itunes

If you want to use a different song, the warmup exercise will work with a song which is approximately 6 ¼ minutes long with a beat range of 128 – 132 beats per minute

The song "Macarena" by The Party Cats (Kids Dance Party CD)

[Download the single song here from Amazon](#)

This song is also available for download through itunes

Other versions of this song will work as well. The version referenced above is about 5 minutes long.

The song "I Like to Move it" by The Party Cats (Kids Dance Party CD)

[Download the single song here from Amazon](#)

This song is also available for download through itunes

Or any other high energy age appropriate song. Beats per minute is not important, the song is approximately 4 minutes in length

Warmup (approximate activity length 8 minutes)

Divide the students into lines so that they have room to move side to side while being able to maintain their personal space.

Explain that the goal of warming up is to help our blood move through all of the muscles in our body and that the temperature of our bodies will actually increase as we do this. The large full body movements warm up the cardiovascular system. Single body part movements, called isolations in dance, work on refining motor skills and control. The combination movements of the arms and legs improve coordination and that helps to increase neural activity and control.

The following pattern is built on 15 second intervals. The goal is to keep the movements repetitive enough that students can feel a sense of success through their achievement. Using time intervals instead of counting repetitions allows students to explore new movements at their comfort level and will often increase their feeling of success. The following pattern is designed to be a guideline to incorporate all aspects of the warm up in a logical sequence. If you are facing the students to demonstrate, remember to use the opposite side of your body from what you are saying so that the students can mirror you.

Physical Education - Introduction to Dance continued

- Interval 1** Large marches in place with a strong arm swing between waist and chest level
- Interval 2** Continue marching and lift the arms overhead to sway side to side
- Interval 3** Return the arms to the lower swing and have the students travel in a clockwise circle around themselves
- Interval 4** Continue the same movement as #3 but travel in a counter clockwise circle
- Interval 5** Have the students march their feet wide for 2 steps and together 2 steps
- Interval 6** Keep the feet wide and have the students bend both knees and stretch one leg until the foot points on the floor, take the arms over head and stretch one arm towards the ceiling and then the other (like climbing a rope)
- Interval 7** Continue the same movement of the feet as #6 and add a side bend to the overhead stretch so you are now reaching to the far corners of the room (away from the pointed foot should feel most natural)
- Interval 8** Have the students move their arms out to their sides and slightly in front of them (a wide "v" shape) and kick their legs to the front at about ankle to knee high, alternating sides each kick
- Interval 9** Continue the movement from #8 encouraging the students to increase their leg height to between the knee and hip.
- Interval 10** Continue the movement from #9 and encourage the students to see how high they can kick their legs. Remind them that the goal is get their toes up to their nose, not their nose down to their toes
- Interval 11** Stop the feet, have the students stand with their feet about hip width apart and knees soft. Tell them to nod their head "yes". Encourage them to control the movement and not throw their heads sharply as those movements can cause damage to the nerves in the neck.
- Interval 12** Same position as #11 but change to shaking their heads "no". Again encourage control.
- Interval 13** Same body position as #12, bend the elbows and lift the hands to about shoulder level and lift and lower the shoulders in an "I don't know" gesture.
- Interval 14** Lowering the arms long by the sides of the body, lift one shoulder towards the ear and drop it towards the hips, encourage the students to increase the speed as the movement becomes more comfortable

Physical Education - Introduction to Dance continued

Interval 15 The same as #14 with the opposite shoulder

Interval 16 The same as #15 but with a reciprocal movement, one shoulder up as the other goes down and continue to switch.

Interval 17 Have the students widen their stance to larger than hip distance and bend their knees, arms are out to their sides. Tell them to pretend that their feet are glued to the floor and that an invisible person on either side of them is pulling them from side to side. If students are familiar with tug of war, it would be a good analogy. The goal is to move the ribcage from side to side.

Interval 18 Keep the feet where they are and place the hands on the hips. Tell the students to pretend that someone dropped an ice cube down the back of their shirt (the natural tendency should be for the ribcage to jut forward) and then ask them to pull the ribcage as far back as possible. Continue to try to move the ribcage front and back.

Interval 19 Bring the legs back under the hips, but keep the knees bent. The hands remain on the hips. Have the students swing their hips from side to side

Interval 20 Have the students make clockwise circles with their hips. Encourage them to vary their size from the biggest circle in the world to the smallest circle in the world.

Interval 21 Repeat #21 in a counterclockwise direction

Interval 22 Release the hands from the hips and step the right foot to the side and touch the left foot next to it, repeat to the other side, continue to alternate

Interval 23 Continue the movement of the feet and add a clap at the same time as the tap

Interval 24 Continue the step clap but change the position of the clap to overhead

Interval 25 Continue the step clap but change the position of the clap to behind the back

When the music is finished, have all of the students raise their right arm in the air and take a large bow.

Physical Education - Introduction to Dance continued**Choreographed Dance** (approximate activity length 15 minutes)

Teach the students the arm movements of the "*Macarena*", if they don't already know them.

1. Right arm front, palm down
2. Left arm front, palm down
3. Turn right arm palm up
4. Turn left arm palm up
5. Right hand to left shoulder (elbow bends)
6. Left hand to right shoulder (elbow bends)
7. Right hand behind head
8. Left hand behind head
9. Right hand to front of hip
10. Left hand to front of hip
11. Right hand to back pocket
12. Left hand to back pocket
13. Either hip circle or sway hips for 3 counts
14. Jump and close legs and feet together

If you need a visual version of these directions [this you tube link may be helpful](#)

Have the students practice just the arm movements 3 times.

Have the students begin walking in place, after about 10 seconds, cue them to begin the arm movements as they are walking in place. Repeat the arm movements with walking a total of 3 times unless many students need more practice and then continue as long as needed.

Have the students make a long single file line. If your class has more than 30 students in it, divide the students into 2 single file lines starting on opposite sides of the gym. Place a student with good leadership skills in the front of each line.

Turn the music on and have the students do the arm movements while walking in place one time. If needed, repeat that part of the activity. Once the stationary version works smoothly, have the first student lead the other students around the gym as they continue to dance the macarena with their arms. When it comes time for the hip shake and jump, have the student who was the leader, move to the back of the line and the next person in line now leads the group. Continue this pattern until all of the students in each line have a turn to go first.

As the students become more comfortable with the arm patterns and the timing, encourage them to add some flair to their movements to show their personality. On the jump, challenge the students to try to turn around in the air and land where they started. Ask the students to pretend that they are onstage and to smile and show expression.

Physical Education - Introduction to Dance continued**Hop, Leap, Jump** (approximate activity length 15 minutes)

Use the song "I Like to Move it" or whatever song you chose to replace it.

Explain to the students that some movements in dance are very athletic. Three of these athletic moves are hopping, skipping and jumping. The goals are similar to in sports but the dancers might also have to move in different directions then just forwards and since they are performing onstage always has to make it look fun and easy.

Divide the gym into 3 long sections that are clearly defined by painted, tape line, cone or other marked boundaries. Each section will become 1 station.

Divide the students into 3 groups. Have 1 group go to each station. Station 1 "Jump", Station 2 "Hop", Station 3 "Leap".

For this exercise, a jump is defined as a movement that takes off from 2 feet and lands on 2 feet, a leap jumps from 1 foot to the other (like leaping over a puddle) and a hop takes off from 1 foot and lands on the same foot.

Play the music and encourage the students to travel down the floor using the movement that is the focus of that station along with walks or runs. Continue at that station for about 4 minutes and then rotate stations. The following are some suggestions to encourage creativity in the students:

- Jumps
 - How high can they jump
 - How far can they jump
 - Jumping sideways
 - Jumping backwards
 - Jumping and turning
 - Jumping and making the letter "X" with their bodies
 - Jumping and making the letter "C" with their bodies
- Leaps
 - Running and 1 big leap
 - Continuous leaps down the length of the floor
 - Leaping backwards
 - Leaping sideways
- Hops
 - How high can they hop
 - Hopping as far as they can on 1 foot and then changing
 - Hopping sideways
 - Hopping backwards
 - Hopping with a step in between (skipping)

Physical Education II- Dance Exploration (approx activity length 30-45 minutes)**Equipment**

Equipment to play music on as described earlier

Background music that is classical, new age or soft jazz in style to promote a feeling of comfort and relaxation

Explain that a movement can begin with one part of the body initiating it. As you talk the students through the following exercise, the students must first learn how to isolate the body part in question and then how to use the same body part to initiate a full body movement.

Explain to the students that there are different levels in space – low (movements that take place on the floor; medium (movements that happen in a range from a low kneeling to low standing position) and high (movements that are done in a range from standing to airborne).

Encourage the students to explore each of these different levels whenever possible in this exercise.

Encourage the students to work in turning directions or circular pathways throughout the exercise.

The body parts to lead with are:

- Head
- Hands
- Elbow
- Shoulder
- Ribcage
- Bottom / Backside
- Knees
- Feet

After you have guided the students through these options and they have been able to explore the movements on their own. Move the students into 1 large circle. Have one student come into the middle of the circle and tell them the body part and level you want them to initiate the movement with. Allow the student to demonstrate his / her movement and then have the rest of the class join in and duplicate the movement. Continue around the circle until everyone has had a turn.

Math Skills – Fractions and Time (approximate activity length – 10-15 minutes)**Equipment**

A wall clock with a second hand or a pretend clock that has hands that can be moved

Movement Exercise

Have the students stand in an open area of the room with enough personal space to be able to turn in a small circle without bumping into another student. Begin with all of the students facing in the same direction.

Ask the students to pretend that they are the hands of a clock. If there is a wall clock in the room with a second hand, identify the second hand to the students and ask the students to observe the movement of the second hand. If you are using a pretend clock, ask the students to watch as you move one of the hands of the clock in a clockwise direction.

Tell the students to copy the movement of the second hand, by turning in place in the same direction. Encourage the students to watch the clock again if they are turning in the wrong direction until every student is turning clockwise (to their right).

Once all of the students are turning in the same direction, have them stop.

Explain that if you divide something into 4 pieces, each piece is $\frac{1}{4}$. On a clock, the 4 quarters are 3, 6, 9 and 12. If you are in a standard shaped room, each wall is $\frac{1}{4}$.

Have the students turn $\frac{1}{4}$ to their right. If there is a distinguishing object associated with that wall, name that object as part of the movement direction (ie, turn $\frac{1}{4}$ to the right and face the door). Repeat this idea 3 additional times so that the students end facing where they began.

Repeat the quarter turns, this time using the times from the clock (3,6,9,12) as the indications of direction.

Tell the students to turn from facing the front of the room, to facing the back of the room without stopping at the side. Ask them how much of a turn they made. The correct answer is $\frac{1}{2}$. Ask the students to make another $\frac{1}{2}$ turn so that they end facing their starting position.

Ask the students what it was called when they turned from 1 wall to the next, without skipping any walls. The correct answer is $\frac{1}{4}$ turn. Once a student provides that answer, ask the students how many quarter turns make up $\frac{1}{2}$ turn. The correct answer is 2.

Have the students repeat 2 more $\frac{1}{2}$ turns (front to back, and back to front). Repeat the $\frac{1}{2}$ turns again this time using the clock references of 6 o'clock and 12 o'clock.

Math Skills – Fractions and Time continued

Tell the students to make $\frac{1}{2}$ turn and then an additional $\frac{1}{4}$ turn. Ask the students how far have they now turned? Correct answer – $\frac{3}{4}$. Ask the students how much farther they need to turn to return to their starting place. Correct answer – $\frac{1}{4}$.

Have the students use the clock reference (going $\frac{1}{4}$ by $\frac{1}{4}$) to determine what number on the clock they will be facing when they make $\frac{3}{4}$ of a turn. Correct answer - 9.

Explain to the students that turning is one of the basic movements in dance. Ask the student to pretend that they are dancers and to try to make a complete turn in the following ways:

- Walking
- Spinning on 2 feet
- Spinning on 1 foot
- Many small jumps
- 1 high jump

Have the students to repeat the exercise turning to the left (counter or anti clockwise). During this portion of the exercise, see how many of the clock references they can determine on their own.

Language Arts – Stories and Interpretation (approx activity length – 30 - 45 minutes)**Equipment**

Paper and pencil for each student

Writing Exercise

Have the students name objects that turn or spin. Some suggestions:

- Pinwheel
- Wheel
- Merry Go Round – Carousel
- Ferris Wheel
- Top
- Dancer
- Ice Skater
- Knob or dial
- Ball
- Martial Artist

Have the students write a short story (3 or 4 sentences) that includes a turning / spinning object. If you have a large class or need to reduce the amount of time spent on this exercise, some suggestions are:

- Have the students work in pairs or groups of 3 (the story is a collaborative effort, with each student writing their portion on a single sheet of paper for the group)
- Discuss turning objects at the end of a previous class and have the students write their stories for homework

Language Arts - Movement Exercise

If possible have the students sit in a large semi circle. The student performing moves to the front of the semi circle and faces the rest of the class.

Have the student read his / her story to the class and then demonstrate the spinning object with part or all of his / her body. Some possibilities are:

- Pinwheel – blow air out of the mouth while drawing a circle in space
- Wheel – drawing a vertical circle with one finger or hand, rolling the hands around each other
- Merry Go Round – walking in a circle, possibly changing the body height to go up and down
- Ferris Wheel – tracing a vertical circle with the hands or starting the body low and moving it forward as the student straightens up and then back as they lower back down
- Top – spinning in place either standing or sitting
- Dancer – stylized spinning or turning jumps
- Ice Skater – similar to dancer
- Knob – spinning a pretend knob with the fingers or hands
- Ball – rolling the body into a ball and then rolling from side to side or around in a circle (not a forward or backward roll)
- Martial Artist – kicking and spinning on one foot

After the reader demonstrates his / her spinning object, have the rest of the class copy the movement 1 or 2 times.

Encourage the students to applaud for each performer or group of performers.

Allow students room for interpretation in their demonstrations, but ask for clarification if something seems to be unrelated.

Science – Magnetic Forces (approximate activity length – 10-15 minutes)**Equipment**

2 bar magnets for each group of 2-3 students

Optional – iron filings or small chips that designs can safely be created with

1 piece of string, yarn or ribbon about 8 – 10 inches long for every student

Divide the students into groups of 2 or 3.

Give each group of students 2 magnets. If using iron filings or small metal chips are available, provide these to each group and explain any safety rules that you have for the use of the filings or chips.

Explain to the students that magnets generate magnetic fields. Explain to the students that the magnetic fields either pull another magnetic object towards them or push it away. Each magnet has a north pole and a south pole. When 2 magnets are pushed towards each other either north pole to north pole or south pole to south pole, the magnetic fields will push the magnets away from each other. If one of the two magnets is flipped so that the south side of one magnet is now going towards the north side of the second magnet, the fields will draw the two magnets together.

Have the students try to move their magnets closer to each and feel what happens when the direction of one of the poles is changed. Encourage the students to try moving one magnet in a circle around the second magnet. Make sure that all of the students have a chance to feel both the attraction and repulsion of the magnets.

Optional – if iron filings or chips are used, encourage the students to create shapes or patterns by “drawing” with the magnet and filings or chips.

Have the students loosely tie the piece of string, yarn or ribbon on their partners’ right wrists. Tell the students to imagine that the right sides of their bodies are the north pole of a magnet.

Ask them what pole the left would be. Correct answer – south.

Remind them that when the same poles come near each other, the objects move away from each other. When opposite poles come near each other, the two objects are brought together.

Tell the students to move towards their partners. As they get closer they need to determine if the same poles or opposite poles are coming towards each other, remind them that the sides that have the strings tied to then are the north poles. If the opposite poles get closer, the students need to create a movement that connects them to the other student. If the same poles get closer, the students’ movements should push them away from each other.

Allow the students about 1 minute of any direction of movement while they assimilate the parameters and movements together. Next, encourage the students to travel in circular or

Science – Magnetic Forces continued

turning pathways to increase and challenge their movement skills. After a minute to 90 seconds encourage the students of one group to merge with another group, so you now have small groups of 4 – 6 students.

Have the students continue to try different movements within their group, encouraging them to interact with all of the other members. If the students have been able to work with the filings or chips, have 1 person take turns pretending to draw with the rest of the group members movements to make patterns. Ask the students to think about what happened when he / she drew with the magnet in the filings or chips. Have the students continue working in the small groups for another 2 minutes and then have them return to their desks or work stations.

Social Studies – Cultural Exploration (approximate activity length 30 – 45 minutes)**Equipment**

A computer with access to the internet

A monitor or projector to show the videos

A map or globe of the world

A sheet of paper for each student to make a fan out of

It would be helpful if the students could be seated in 1 area for viewing and discussion and have open space to try modeling the movements.

Explain to the students that most cultures incorporate spinning or turning into their dances. Some dances incorporate more spinning than others.

The folk dance El Tanoura comes from Egypt. The dancers spin in one spot for the duration of the dance changing arm positions and body angles.

[Click here to play the related you tube video](#)

When the clip is finished, ask the students questions about it. Some suggestions are:

- What did they think about the dance overall?
- Did the movement work with the music?
- What did the costume remind them of?

Help the students find Egypt on the map or globe. Talk about the location of Egypt. Ask what continent it is on. Encourage the students to figure out what the climate would be like, famous cities and special places / attractions that can be found there.

Have the students move to the open space and try spinning for 15 seconds. When they stop ask them how they feel or what they are experiencing. Ask them how they think they would feel if they continued to spin for another minute, like the dancer in the video.

Have the students return to the viewing area.

The Mexican Hat Dance is a traditional piece of music in the Mariachi style. The video you are going to see is one interpretation of that piece of music.

[Click here to show the referenced you tube video](#)

When the clip is finished, ask the students questions about it and comparing it to the first dance.

Social Studies – Cultural Exploration continued

Some suggestions are:

- Where there things in the Mexican Hat Dance that were the same or similar to the Egyptian spinning dance?
- What was different between the two pieces?
- Did the movements and music work together?
- What did you think about the costumes?
- Did one dance seem faster than the other? If yes, which one?
- What different kinds of turning did you see in the Mexican Hat Dance? (some correct answers are spinning, turning the skirts, turning as a circle, turning around their partners, etc).

Have the students move to the open space and try some of the movements that they remember seeing in the video clip. Encourage them to try turning around another student, in small groups as a circle and then making 1 large group and trying to turn in unison. Allow 3-5 minutes for the movement exploration.

Have the students return to the viewing area. Ask them where they think the Mexican Hat Dance comes from (correct answer – Mexico).

Help the students find Mexico on the map or globe. Talk about where Mexico is located. Ask what continent it is on. Name some of the major cities. Ask the students what they think the climate is like, what language is spoken there and similar questions.

Show the following clip of Viennese Waltz. [Click here to show the referenced you tube video](#)

Ask the students questions about the piece they just watched. Some suggestions are:

- Do they recognize the song that the dancers performed to? (correct answer – Chim Chim Chimney).
- What was similar between this dance and the other dances they have seen?
- What was different?
- Did the dancers look like they were having fun?
- What did the costumes make you think of?

Ask if anyone knows where the Viennese Waltz comes from? (correct answer – Vienna, Austria). Help the students find Austria on the map or globe. What continent is Austria a part of? Talk about language and climate.

Show the students the Korean Fan Dance. [click here to show the referenced video](#)

Ask the students questions about the dance, refer to previous dances if you need ideas.

Help the students find Korea on the map or globe. Talk a little bit about the fact that there are two countries with Korea in their name, North and South.

Social Studies – Cultural Exploration continued

Give each student a piece of paper and show them how to fold it into a fan.

Have the students move to the open area and create a dance using his / her fan and movements that remind them of the video clip that they watched. Allow this activity to go on for 3-4 minutes and then have the students return to the viewing area.

Wrap up the class with a summary of the dances that they watched and allow students to share their thoughts on what they saw.

Art / Music – Picture Interpretation

(approximate activity length 30 – 45 minutes)

Equipment*A mp3, cd, tape or record player to play the music**A piece of instrumental music 3-5 minutes in length that has a distinctive feel to it**Paper to draw on**Crayons or other utensils to draw with**It would be helpful if the students could be seated in 1 area for the reflection and drawing and have open space to create movement in.*

Play a piece of instrumental music that has a distinct character or feeling to it. Have the students sit with their eyes closed and imagine moving to the music. The one type of music to require is turning.

If there is space in the room, play the music again, this time encouraging the students to move to the music.

If there is not enough space for the students to move, have them continue to sit and visualize how they would want to move.

Distribute the paper and drawing tools to the students and ask them to draw something that reflects the music and movement. It can be them in a costume that fits their movement and music, pictures of them dancing or a picture interpreting the movement. Allow approximately 15 minutes for this part of the activity.

Leave enough time so that the students can share either their drawing or about 30 seconds of their movement. If they are sharing their drawing, encourage them to give a one or two sentence description of their work.