# Space Exploration: It’s Elemental!

#### Resource ID#: 61890

#### Primary Type: Lesson Plan

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Students explore their own and others’ movement (e.g., axial, locomotor, isolated) in and through space, observing the ways and degrees to which each dancer’s structure functions (e.g., joint movement, body control, isolations).

**Subject(s):** NGSSS: Dance

**Grade Level(s):** 6, 7, 8

**Intended Audience:** Educators

**Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector, Speakers / Headphones, Computer Media Player

**Freely Available:** Yes

**Keywords:** dance, mobility, celebration

**Instructional Component Type(s): Lesson Plan**, Unit / Lesson Sequence, Presentation / Slideshow, Instructional Technique, Learning Goal

**Instructional Design Framework(s):** Direct Instruction, Demonstration

**Resource Collection:** [iCPALMS](file:///C:\Resources\PublicPreviewResourceCollection.aspx%3fResourceCollectionId=3)

#### ATTACHMENTS

[MJ.Dance CelebrationMixed Mobilities.Space Exploration.Presentation.pptx](//www.cpalms.org/uploads/Resources/final/61890/Document/21561/MJ.Dance%20CelebrationMixed%20Mobilities.Space%20Exploration.Presentation.pptx)

[MJ Dance Celebration.Presentation Handout.pdf](//www.cpalms.org/uploads/Resources/final/61890/Document/21559/MJ%20Dance%20Celebration.Presentation%20Handout.pdf)

[MJ Dance CelebrationMixed Mobilities.0300090.Course Description.docx](//www.cpalms.org/uploads/Resources/final/61890/Document/21560/MJ%20Dance%20CelebrationMixed%20Mobilities0300090.Course%20Description.docx)

#### LESSON CONTENT

* **Lesson Plan Template:** General Lesson Plan
* **Learning Objectives: What should students know and be able to do as a result of this lesson?**

**Learning Goal:** We are analyzing the body’s structural abilities and adaptabilities, and considering how we can use them to explore the elements of Dance: Body, Space, Force, and Time.

**Success Criteria:** I can…

* + Define and demonstrate each element of dance.
  + Describe or demonstrate several ways in which the body can move in and through space.
  + Demonstrate knowledge of the body’s basic skeletal structure to determine movement possibilities and human limitations.
  + Observe and celebrate movement abilities and adaptabilities in each dancer’s body.

**Lesson Objective:** Students will:

* + Explore their own and others’ movement (e.g., axial, locomotor, isolated) in and through space, observing the ways and degrees to which each dancer’s structure functions (e.g., joint movement, body control, isolations).
* **Guiding Questions: What are the guiding questions for this lesson?**
  + **Essential Question:** What does “able to dance” mean to amateur and professional dancers?
* **Guiding Questions:**

1. *“What structural abilities and adaptabilities do each of us bring to dance?”*
2. What movements were possible when you moved in the ***space***around you from the "parked: position you selected?
3. Why were they possible? What do you know about the human body that made those movements possible?
4. What effect did the joints in your body, mmuscle strength, and balance have on your ability to explore your **space**?
5. ***Locomotion***and ***Pathway***: How can you move through ***space***(from one place to another) and paths can you take to get there?

* **Prior Knowledge: What prior knowledge should students have for this lesson?**
  + *This multi-day lesson is intended for use at the very beginning of the year as an introduction to the concept of what our bodies can do (i.e., “What structural abilities and adaptabilities do each of us bring to dance?”)* No prior knowledge is assumed, although it is perfectly acceptable and normal for some students in this class to have taken one or more dance classes prior to this class.

***Dance Terminology:***

* + ***Dance***: A performance art form that uses the human body with energy (force) through space and time as a means of expression
  + ***Elements of Dance***: Body, Space, Force, and Time
  + ***Space***: Immediate area surrounding the body in all directions; its use includes shape, direction, path, range, and level of movement
  + ***Axial Movement***: The body remains “parked;” movement is organized around the body (e.g., bending, stretching, turning in place, gesturing)
  + ***Isolation***: A movement that separates one part of the body and places it outside its natural position
  + Note: *Isolations would generally be introduced at a much later time. However, for a few students, this might provide access to their first successful movement experience.*
  + ***Locomotion***: Physical movement along a pathway from one place to another (e.g., walking, running, sliding, hopping)
  + Note: *These “generic terms” will be replaced by dance vocabulary and terminology as the students progress.*
  + ***Pathway***: A line along which a person or part of the body travels (e.g., zigzag, circular, straight)
  + ***Physically Integrated Dance***: Incorporates dancers from more than one type of mobility
* **Teaching Phase: How will the teacher present the concept or skill to students?**
  + **Introduction, Slides 1-3 (4 min.):** Be sure the presentation slides are prepped and the Internet connection is available and functional. Introduce the Essential Question and discuss. Also introduce the Learning Goal and Success Criteria, which are already posted in the studio.
  + **Warm-ups, Slide 4 (9-10 min.):** Begin class with stretches and warm-ups for safety/strengthening that will become generally standardized to this class over time. Give attention to correct, safe execution of each exercise and appropriate adaptations, as necessary. Move among the students to help, keeping a watchful eye on all.
  + As the students work through the stretches and warm-ups, note aloud what joints and muscles are required to do to support success and value during the warm-up time. Note: *Because this is an introductory class, talk to the students about which stretches they should begin on their own each day after arriving/changing and why it’s important.*
  + **Slide 5:** As they stretch, begin to introduce the day’s vocabulary, explaining each term, beginning with *Dance* and *Elements of Dance*. Demonstrate the elements briefly.
  + **Explore, Slide 6 (4-5 min.):** Ask the students to “park” in one place—seated, standing, kneeling (each individual’s choice is OK)--and explore the “*Space*” they’re in, using “*Axial Movement*.” Note: *Because they have yet to know whether this is a safe environment, students may need to be encouraged during their explorations to stimulate creative risk-taking.*
  + **Slide 7:** Introduce *Isolations* and guide them through an experience with it. Have them “park” in a different position than they used in #4 for further exploration of *Space* using *Axial Movement* and *Isolations.* Note: *Consider the benefits of doing this with or without a “collage” of recorded music (i.e., changing styles and tempos, different instruments, etc.) in the background. Will the use of music encourage the students to try different movements or will it dictate what and how they move? Will silence make them more self-conscious?*
  + **Discussion/Thinking Aloud, Slide 8 (3-4 min.):** What movements were possible from the various positions they selected? Why or how were they possible (i.e., joint function, muscle use/tone, strength, balance)?
  + Prepare the students to explore *Space* using *Locomotion* and *Pathway*. For this first exploration, discuss the various means of traveling from point A to B and potential Pathways. Encourage students to discuss adaptations and assistive equipment as readily and comfortably as movements that require no apparent adaptations. Students will emulate the teacher’s approach and comfort level.
  + **Explore (4-5 min.):** Provide a pre-recorded music “collage” and ask the students to physically explore *space*, using several options of *locomotion* and a variety of *pathways*. Participate with the students to help elevate comfort levels and celebrate creativity. Discuss what they discovered, what they tried and liked, what they tried and will want to try differently next time, etc. **Add Slide 9.**
  + **Learn from Others, Slides 10-11 (9 min.):** Ask the students to get their logs or notebooks and a pen or pencil, then come to center and sit on the floor, as they are able. Encourage the students to be prepared to discuss personal highlights of the interview and performance clips they’re about to see and hear. Share with the students an 8-min. video titled “The Hero Next Door,” ([www.dancingwheels.org/video13.asp](http://www.dancingwheels.org/video13.asp)) from “Dancing Wheels Company & School: Art in Motion.” It’s an interview of Mary Verdi-Fletcher, Artistic Director of Dancing Wheels, and others. Note use of the additional term “Physically Integrated Dance.”
  + **Reflection (2-3 min.):** Encourage the students to discuss personal highlights of the interview and performance clips they observed, using their notes as they wish – what surprised them, what excited them, what they thought was cool or unusual, etc. If they don’t have an opportunity to share during the class discussion, they can enter their thoughts in their logs/notebooks.
  + On **Slide 12**, “Think About It / Write About It,” the students can read two quotes about mixed mobility or physically integrated dance. Ask them to select one of the two quotes and write it into their logs / notebooks. Provide them with an additional **4-5 minutes** to think about and write what they believe the quoted speaker meant (in 1-2 complete sentences) and then write what the quote means to them for this class (in 3-4 complete sentences).
  + **Slide 13:** While the students are writing, play either the video collage titled “Dancing on a Dream” as further inspiration (<http://www.dancingwheels.org/video12.asp>) **OR** “Ricochet” (AXIS Dance Company, 2012) <http://www.youtube.com/watch?v=XMPkLPi1Eko&feature=share&list=PLE2633D69C9B4B30C&index=33>)
  + **Stretch and Change (5 min.):** Stretch briefly and dismiss for changing.
* **Guided Practice: What activities or exercises will the students complete with teacher guidance?**

1. **Warm-ups:** Begin class with stretches and warm-ups for safety/strengthening that will become generally standardized to this class over time. Give attention to correct, safe execution of each exercise and appropriate adaptations, as necessary. Move among the students to help, keeping a watchful eye on all.
2. **Explore:** Ask the students to “park” in one place—seated, standing, kneeling (each individual’s choice is OK)--and explore the “*Space*” they’re in, using “*Axial Movement*.” Note: *Because they have yet to know whether this is a safe environment, students may need to be encouraged during their explorations to stimulate creative risk-taking.*
3. Introduce *Isolations* and guide them through an experience with it. Have them “park” in a different position than they used in #4 for further exploration of *Space* using *Axial Movement* and *Isolations.*
4. **Discussion/Thinking Aloud:** What movements were possible from the various positions they selected? Why or how were they possible (i.e., joint function, muscle use/tone, strength, balance)?
5. Prepare the students to explore *Space* using *Locomotion* and *Pathway*. For this first exploration, the students will discuss the various means of traveling from any point A to B and potential Pathways.
6. **Explore:** Ask the students to physically explore *space*, using several options of *locomotion* and a variety of *pathways*. Discuss what they discovered, what they tried and liked, what they tried and will want to try differently next time, etc.
7. **Reflection:** Encourage the students to discuss personal highlights of the interview and performance clips they observed, using their notes as they wish – what surprised them, what excited them, what they thought was cool or unusual, etc. If they don’t have an opportunity to share during the class discussion, they can enter their thoughts in their logs/notebooks.
8. “Think About It / Write About It”: The students will read two quotes and select one about mixed mobility or the one about physically integrated dance. Ask them to write the selected quote into their logs / notebooks. Provide them with an additional **4-5 minutes** to think about and write what they believe the quoted speaker meant (in 1-2 complete sentences) and then write what the quote means to them in the context of this class (in 3-4 complete sentences).
9. **Stretch and Change:** Stretch briefly.

* **Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**
  + Since this lesson is intended to occur on the opening or second day of dance class, it's too early for independent practice because of safety concerns. Middle school dance classes are often quite large.
* **Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**
  + On Day 2, students will be reminded to begin stretches on their own and will be teacher-assisted to do them correctly and safely.
  + Review the Essential Question, Learning Goal, and Success Criteria.
  + Terminology will be reviewed experientially and verbally, as in Day 1, through Q&A and physical demonstration. Prior to the end of class, the terms need to be added to their notebooks from the Day 1 Slides.
  + Students will experience a limitation on one of their abilities (e.g., via a wheelchair, immobilizing leg brace, crutches, blindfold) and repeat their Day 1 explorations of movement in and through *Space,* using *Isolations, Axial Movement, Pathway, and Locomotion*. It will be important to discuss the changes and discoveries, frustrations, sensations, etc. from students of newly varied mobilities.
  + Share DanceAbility International’s video of Artistic Director Alito Alessi – “Interview and Children’s Workshop” at [www.danceability.com/videos.php](http://www.danceability.com/videos.php) and then, after a brief discussion, follow it with the brief interview with Judith Smith, Artistic Director, AXIS

#### ASSESSMENT

* **Formative Assessment:** 
  + Observation is the most common form of formative assessment in the dance studio, particularly at this early stage in a dance class, which may be a first for some students. Although dance educators may have a significant amount of additional worry about students who come to dance with physical disabilities and adaptive equipment, they will soon learn that most students are quite experienced in managing both their disability and adaptive equipment.
  + Observation about students' willingness to put effort into warm-ups and experiencing the dance elements is important, as is their willingness to respond to various questions and prompts for physical activity. Are they self-conscious? Eager? Closed or open?
  + The teacher can learn much about students' willingness to engage in class discussion through the Essential Question.
* **Feedback to Students:** 
  + As with all performance-based arts classes, giving, receiving, and applying feedback is a practice common to the teacher and his/her students. This is particularly important in a dance class, in which injuries are possible and safety is paramount, even before exploration and artistry and aesthetics.
* **Summative Assessment:** 
  + **Think About It / Write About It:** Students choose from two quotes and consider (thinking, then writing) what one of the two quoted speakers meant (in 1-2 complete sentences), followed by what the quote means to them in the context of this class. The students' logs/notebooks are turned in for the teacher's edification; no further summative assessment would be appropriate at this early stage.

#### ACCOMMODATIONS & RECOMMENDATIONS

* **Accommodations:** 
  + This middle school dance class has been specifically designed for students with a variety of seated and standing mobilities. Students with learning disabilities can be accommodated using the Access Points directly associated with the benchmarks and standards in the Course Description and as guided by each student's IEP.
  + ALL students will experience times at which they will need to work through a dance move, sequence, transition, etc. at their own speed in order to physically and mentally embed all the aspects in their bodies and minds. Students should be allowed a few moments, as possible, to isolate and work through each challenge, as this is often the fastest path to the student's success, despite apparent counter-indications.
* **Extensions:** 
  + On Day 2, students will be reminded to begin stretches on their own and will be teacher-assisted to do them correctly and safely.
  + Review the Essential Question, Learning Goal, and Success Criteria.
  + Terminology will be reviewed experientially and verbally, as in Day 1, through Q&A and physical demonstration. Prior to the end of class, the terms need to be added to their notebooks from the Day 1 Slides.
  + Students will experience a limitation on one of their abilities (e.g., via a wheelchair, immobilizing leg brace, crutches, blindfold) and repeat their Day 1 explorations of movement in and through *Space,* using *Isolations, Axial Movement, Pathway, and Locomotion*. It will be important to discuss the changes and discoveries, frustrations, sensations, etc. from students of newly varied mobilities.
  + Share DanceAbility International’s video of Artistic Director Alito Alessi – “Interview and Children’s Workshop” at [www.danceability.com/videos.php](http://www.danceability.com/videos.php) and then, after a brief discussion, follow it with the brief interview with Judith Smith, Artistic Director, AXIS
* **Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector, Speakers / Headphones, Computer Media Player
* **Special Materials Needed:** 
  + Presentation slides
  + Links to “mixed mobility” sites and performances of such mixed mobility and wheelchair ensembles as:
  + -- AXIS ([www.axisdance.org](http://www.axisdance.org/))
  + -- Dancing Wheels ([www.dancingwheels.org](http://www.dancingwheels.org/))
  + Judith Smith (Artistic Director, AXIS) quote: (<http://articles.latimes.com/2011/jul/03/entertainment/la-ca-disabled-dancing-20110703>) – most recently accessed on 1/16/14
  + DanceAbility Int’l. Workshop Participant quote: ([www.danceability.com/choreography.php](http://www.danceability.com/choreography.php)) - Most recently accessed on 1/16/14
  + <http://www.americandancewheels.org/>
  + Dancing on Wheelchairs – YouTube (<http://youtu.be/pCF9lSnZrSk>)
* **Further Recommendations:** 
  + Teachers must be prepared to relinquish some of their autonomy in this class, as students with varied mobilities will often be the best arbiters of their abilities in dance. This is a joyful exploration of creative possibilities and avenues for self-expression that, until recently, were generally closed to all but the most "able" dancers.

#### SOURCE AND ACCESS INFORMATION

**Name of Author/Source:** Linda Lovins

**Is this Resource freely Available?** Yes

**Access Privileges:** Private

#### ****Related Standards****

|  |  |
| --- | --- |
| **Name** | **Description** |
| [PE.6.M.1.11:](http://www.cpalms.org/Public/PreviewStandard/Preview/2685) | Apply proper warm-up and cool-down techniques. |
| [DA.68.S.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3835) | Analyze the possibilities and limitations of the body through short dance sequences.   |  | | --- | | **Remarks/Examples:** e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint) | |
| [DA.68.S.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3837) | Sustain focused attention, respect, and discipline during classes and performances. |
| [DA.68.H.3.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3871) | Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength. |
| [LACC.7.SL.1.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/6096) | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 4. Acknowledge new information expressed by others and, when warranted, modify their own views. |