Ten-Week Lesson Outline

**ARTIST: Sadie Yarrington (Invert/ED)**

**ARTFORM:** Dance  
**UNIVERSAL THEME:** Communicating and Story Telling through Movement  
**CURRICULUM INTEGRATION:** Language Arts, Social Studies, Science, Music  
**ASSESSMENT STRATEGIES:** Weekly reflection on materials, in class performances  
* Dance, as an art form, is the universal language of our imaginations.

### ONE – Moving Our Bodies

**Objective:** Students familiarize themselves with a daily warm-up, personal space bubble, and dancing in one place.  
**Skills:** Identify & perform axial movement with a variety of energies and levels  
**Task - Students will be able to:**  
- Learn class warm-up (will execute each class)  
- Individually improvise and explore movements based off verbal/visual cues from teacher  
**Notes** - Physical and visual (on paper/whiteboard) examples as well as imagery in the warm-up

### TWO – Traveling Through Space

**Objective:** Students experience a variety of ways to travel through space.  
**Skills:** Identify and perform locomotor movements (hop, skip, march, etc) & time/tempo (fast, slow, etc)  
**Task - Students will be able to:**  
- Develop physical strength, flexibility, balance and endurance  
- Demonstrate movements that travel through space  
**Notes** – “Remote Control” exercise

### THREE – Shapes, Shapes, Shapes!

**Objective:** Explore and understand a variety of shapes that can be made with the body.  
**Skills:** Identify and perform angular, curved, strong, symmetric, asymmetric, organic, emotional and balancing shapes  
**Task - Students will be able to:**  
- Demonstrate a variety of shapes with the body  
- Identify three levels in dance – high, medium, low  
- Participate in the ‘Haunted Museum’ game  
**Notes** – Will cover shape shifting exercises as well as organic shapes or any other shape concepts they are covering in classroom.

### FOUR - Dancing with a Partner

**Objective:** Become comfortable moving with a partner  
**Skills:** Focus on a partner, work with a partner using non-verbal communication, follow and lead with movement  
**Task - Students will be able to:**  
- Demonstrate partner dancing through mirroring, shadow dancing, and shape shifting exercises  
- Demonstrate good team work skills  
**Notes** – partners can be chosen by teacher if needed.

### FIVE – Dancing with a Partner cont.

**Objective:** Investigate all the ways we can dance with a partner  
**Skills:** Non verbal communication, memorization, unison  
**Task - Students will be able to:**  
- Identify gestures that they do every day  
- Develop a gesture phrase with a partner and perform  
**Notes** – Gestures can communicate habits they have in their daily life such as a morning routine or getting ready for bed.

### SIX - Pathways

**Objective:** Students add a variety of pathways to their partner dances.  
**Skills:** Individually execute curvy, zig-zag, spiral, dotted, etc pathways. Recall movement from the week before.  
**Task - Students will be able to:**  
- Demonstrate pathways within their space bubble  
- Demonstrate pathways traveling through space with a partner  
**Notes** – Will try to create partner dance using axial, locomotor, shapes & pathways.

### SEVEN – Meaning in movement

**Objective:** As a class, develop a story that can be told through movement with a clear beginning, middle and end  
**Skills:** Express meaning in movement, collaboration  
**Task - Students will be able to:**  
- Identify actions & emotions in movement  
- Begin to draw their own dancing story/adventure  
**Notes** – Need Markers & Paper for each student

### EIGHT - Dancing Adventures

**Objective:** In pairs, develop an adventure that can be told through movement  
**Skills:** Determine the setting, characters, and events in the story and express them using non-verbal communication (movement)  
**Task - Students will be able to:**  
- Draw a story/fantastic adventure  
**Notes** – One idea would be to work with a story they are reading or have read in class, something the students are familiar with. Will need paper for each student.

### NINE – Put it all Together!

**Objective:** Students rehearse and adjust their duets and story dances to prepare for a showing/performance.  
**Skills:** Participate in a full class rehearsal, work on memorizing their ideas/dances, peer edit  
**Task - Students will be able to:**  
- Memorize and perform story dances with a partner  
- Perform with commitment & energy  
- Practice proper audience etiquette  
**Notes** – each class will vary as to what will be rehearsed and performed. May just be duets, or a full class story, shapes, examples of warm-up exercises etc

### TEN – Let’s share our work!

**Objective:** Students perform their dances with energy and commitment for an audience.  
**Skills:** Role of the performer, role of an audience member, memorizing a score/dance  
**Task - Students will be able to:**  
- Perform a sequence of gesture duets and stories for an audience.  
**Notes** – invited guests (parents, teachers, students) can attend