



artsNOW

Integrated learning solutions

SEQUENCE YOUR STEPS Grade Band: K-1 Content Focus: Dance & Math



LEARNING DESCRIPTION

In this lesson, students will investigate sequences and patterns through movement. They will use their bodies to form a sequence of shapes, transforming these sequences into patterns to create unique dances. These dances will then be performed for their peers, who will identify the patterns and shapes within them.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can movement be used to create patterns?	I can identify and differentiate between a sequence and a pattern.
How can movement be used to express geometric concepts?	I can create a sequence and a pattern that demonstrates geometric concepts.
What is the difference between a pattern and a sequence?	



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: K.PAR.6.1 Create, extend, and describe repeating patterns with numbers and shapes, and explain the rationale for the pattern.</p> <p>K.GSR.8.1 Identify, sort, classify, analyze, and compare two-dimensional shapes and three-dimensional figures, in different sizes and orientations, using informal language to describe their similarities, differences, number of sides and vertices, and other attributes.</p> <p>Grade 1: 1.PAR.3.1 Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string.</p> <p>1.GSR.4.1 Identify common two-dimensional shapes and three-dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes.</p>	<p>Kindergarten: ESDK.CR.1 Demonstrate an understanding of the choreographic process.</p> <p>ESDK.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <p>ESDK.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance</p> <p>ESDK.RE.1 Demonstrate critical and creative thinking in dance.</p> <p>Grade 1: ESD1.CR.1 Demonstrate an understanding of the choreographic process.</p> <p>ESD1.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <p>ESD1.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance</p> <p>ESD1.RE.1 Demonstrate critical and creative thinking in dance.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.</p> <p>K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).</p> <p>K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and</p>	<p>Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works.</p> <p>Anchor Standard 2: I can choreograph a dance.</p> <p>Anchor Standard 3: I can perform movements using the dance elements.</p> <p>Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.</p>



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circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).

Grade 1:

1.ATO.9 Create, extend and explain using pictures and words for: a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns); b. growing patterns (between 2 and 4 terms/figures).

1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none">● <u>Sequence</u> - An ordered list of items that follows a specific rule● <u>Pattern</u> - A repeating sequence	<ul style="list-style-type: none">● <u>Choreography</u> - The art of composing dances and planning and arranging the movements, steps, and patterns of dancers● <u>Choreographer</u> - A person who creates dances● <u>Shape</u> - This refers to an interesting and interrelated arrangement of body parts of one dance; the visual makeup or molding of the body parts of a single dancer; the overall visible appearance of a group of dancers

MATERIALS

- Sound source and music with a steady beat
- Four-section chart (each pair will need three)
- Pencils

INSTRUCTIONAL DESIGN

Opening/Activating Strategy
<ul style="list-style-type: none">● Begin by engaging students in movement that introduces students to the Elements of Dance: Body, action, space, time and energy.<ul style="list-style-type: none">○ Have students arrange themselves in the classroom with enough personal space to move freely without touching a neighbor.



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- Turn on instrumental music with a steady beat.
- First, have students bring awareness to their bodies by leading them through gentle stretches starting from the head and moving to the toes (e.g., head circles, shoulder shrugs, toe touches, etc.).
- Next, lead students in a simple warm-up incorporating sequencing concepts (Examples: Arms high, arms low, arms to the right and arms to the left).
- Allow students to explore other simple dance movements (Examples: Clap, jump, walk and turn).
- After incorporating these simple dance movements, demonstrate a movement sequence. Have students immediately follow and perform teacher led movement sequences.

Work Session

- Divide students into partners. Pass out a four-section chart and pencil to each student.
 - Students should select four different movements from the warm-up and draw or write the movement in their sequence chart.
 - Have students practice their created movement sequences.
 - Students will perform their movement sequences for their classmates. Discuss appropriate audience participation and etiquette prior to performances.
 - Challenge audience members to correctly identify the movements in the created sequence.
- Next, discuss and demonstrate how a sequence can be turned into a pattern.
 - Have students repeat their movement sequence three times in a row to create a pattern.
- Review the types of shapes and attributes of shapes that students are learning about.
 - Ask students to think creatively about how they can create shapes with their bodies. Allow students to share ideas with the class or demonstrate a few for students to help scaffold the activity.
 - Pass out a new sequence chart to each student.
 - Students should work with their partner to draw shapes on their sequence chart.
 - Allow students time to practice their sequence.
 - Now, tell students that they will turn their sequence into a pattern by repeating their sequence three times.
 - Allow students time to practice.

Closing/Reflection

- Students will perform their dance for their classmates. Discuss appropriate audience participation and etiquette prior to performances.
- After each performance, the audience will determine the pattern of the dance and the shapes the dancers made with their bodies.

ASSESSMENTS

Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, ability to collaborate with their partners to create a sequence, turn a sequence into a pattern, and create shapes with their bodies.



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Summative

CHECKLIST

- Students can identify and differentiate between a sequence and a pattern.
- Students can create a sequence and a pattern that demonstrates geometric concepts.

DIFFERENTIATION

Acceleration: Challenge students to create their own pattern and turn it into a dance.

Remediation: Simplify the pattern to an ABAB pattern.

ADDITIONAL RESOURCES

NA

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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ATLANTA BALLET

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