



artsNOW

Integrated learning solutions

PATTERNS IN MOTION

Grade Band: 2-3

Content Focus: Dance & ELA



LEARNING DESCRIPTION

Understand the structure of pattern, sequence, and poetry through the elements of dance and choreography!

LEARNING TARGETS

Essential Questions	"I Can" Statements
What are different ways we can represent sequence and patterns through movement?	I can recognize the difference between a pattern and a sequence in shapes, rhyming words, and movements.
How can we use dance and rhyming to decode single-syllable words?	I can use dance and rhyming to decode single-syllable words.
How can I create choreography to represent a pattern or sequence?	I can create choreography to represent a pattern or sequence.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2: ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>ELAGSE2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Grade 3: ELAGSE3RF3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>ELAGSE3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Grade 2: ESD2.CR.1 Demonstrate an understanding of the choreographic process.</p> <p>ESD2.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <p>ESD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.</p> <p>ESD2.RE.1 Demonstrate critical and creative thinking in dance.</p> <p>ESD2.CN.3 Identify connections between dance and other areas of knowledge.</p> <p>Grade 3: ESD3.CR.1 Demonstrate an understanding of the choreographic process.</p> <p>ESD3.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <p>ESD3.PR.1 Identify and demonstrate movement elements, skills, technique, and terminology in dance</p> <p>ESD3.RE.1 Demonstrate critical and creative thinking in dance.</p> <p>ESD3.CN.3 Identify connections between dance and other areas of knowledge.</p>

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SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2: READING - Literary Text (RL) Standard 2: Demonstrate understanding of spoken words, syllables, and sounds. Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Grades 2-3: 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>



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COMMUNICATION (C)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Grade 3:**READING - Literary Text (RL)**

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

COMMUNICATION (C)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Anchor Standard 3: I can perform movements using the dance elements.

Anchor Standard 5: I can describe, analyze, and evaluate a dance.

Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Pattern</u> - A set of elements repeated in a predictable manner ● <u>Sequence</u> - A series of elements arranged with intention and does not always follow a pattern ● <u>Rhyming scheme</u> - The pattern of rhymes at the end of each line ● <u>Rhyme</u> - The similarity in sound between words or the ending sounds of words 	<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>Body shapes</u> - Forms that the entire body or body parts take when making movement

MATERIALS

- Music source and speakers
- Cards printed with shapes
- Cards printed with groups of shapes in patterns or sequences



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- Cards printed with groups of one-syllable words in patterns or sequences
- Cards printed with poems

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Play music with a strong beat. As a class group, lead students in a warm up that establishes the beat of the music such as marching or clapping.
- Next, lead them in making movements that have obvious geometric qualities using vocabulary from [The Elements of Dance](#) to describe body shapes. Examples include straight lines using arms and legs, rounded shapes using arms, etc.

Work Session

Movement discovery

- Show students cards with geometric shapes printed on them and ask them to move to the beat to represent the shape of the card until you show a different card. Repeat this several times until students have discovered/created several different movements.

Establish pattern versus sequence:

- Continue the discovery activity holding the cards up for shorter periods of time and in patterns, ABAB at first and then more complicated. Open a handle question: How am I arranging the cards? How am I arranging your dance steps?
- Ask students to explain the arrangement of the dance steps. They should arrive at the concept of patterns.
- Repeat two previous steps using a sequence instead of a pattern.

Choreographic process

- Divide students into small groups. Give each group a card printed with a pattern or a sequence represented in shapes. Without sharing with other groups, students identify whether their card shows a pattern or sequence.
- Students create dances based on the order of shapes on their cards and the dance movements that they discovered during previous segments of the lesson. Encourage students to use movements from the warm-up or create movements using the movements from warm-up as inspiration.
- Allow students time to practice their dance.

Performance

- Peers identify whether the performing group is showing a sequence or pattern. When a pattern is performed, peers describe the pattern in terms of shapes represented by the dance movements.

Poetry connection

- Give each group a card with rhyming words that are arranged in a pattern or sequence, such as CAT, FROG, BAT, LOG (ABAB pattern) or CAT, FROG, LOG, BAT (ABBA sequence). Students determine the pattern or sequence.
- Give each group a short poem and ask students to identify the rhyming scheme, which will be a sequence or a pattern.

Final dance

- Students create dances based on patterns or sequences that they identified in the previous step. They use the dance movements that they discovered during previous segments of the lesson.
- Allow groups to present poems and dances.



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Closing/Reflection

- Groups explain why they chose certain movements to express certain shapes.
- Students explain how looking for patterns versus sequences in shapes and dances is like looking for patterns versus sequences in poetry rhyming schemes.

ASSESSMENTS

Formative

Teachers will assess understanding through:

- Student engagement in collaborative discussion about movement choices, math concepts, and ELA concepts.
- Students' use of dance vocabulary to describe body shapes during discussion.
- Students' progress toward a finished choreography during collaborative group work period.

Summative

CHECKLIST

- Students can present choreography that accurately portrays their assigned pattern or sequence.
- Students can recognize the difference between a pattern and a sequence in shapes, rhyming words, and movements.
- Students can explain why they chose certain movements to express certain shapes.
- Students' choreography demonstrates that they can use dance and rhyming to decode single-syllable words.
- Peers/audience can accurately identify the pattern or sequence expressed in peer choreography.

DIFFERENTIATION

Acceleration:

- Ask students to rearrange the final words of the poem to turn the sequence into a pattern (select a poem that is intrinsically flexible for this task).
- Create a dance in small groups to express the rhyming scheme.
- Use two-syllable words instead of single-syllable words in poetry connection.

Remediation:

- Use one poem to work with as a class rather than multiple poems.

ADDITIONAL RESOURCES

- **Classroom Tips:** Set up chairs and tables in a circular format to maximize students' engagement and ability to see their peers during the activity and performance. Also establish parameters for acceptable movement choices and discuss audience behavior/etiquette with students.
- [The Elements of Dance](#)



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**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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