



DANCE ACROSS LANDFORMS
Grade Band: K-1
Content Focus: Dance, Social Studies & ELA



LEARNING DESCRIPTION

In this lesson, students will become explorers encountering a variety of landforms. Students will create a fictional narrative about their journey and then create choreography to match the sequence generated in the story.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can we use movement to represent different types of landforms?	I can describe and identify the different types of landforms.
What are the similarities and differences between different types of landforms?	I can use movement to represent the different types of landforms.
	I can write narratives with a beginning, middle and end.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: ELA ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>Grade 1: ELA ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Social Studies SS1G3 Locate major topographical features of the earth's surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian. c. Identify and describe landforms (mountains, deserts, valleys, and coasts).</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: ELA WRITING - Meaning, Context, and Craft Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p> <p>Grade 1: ELA</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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WRITING - Meaning, Context, and Craft

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

Social Studies

1.G.4 Describe and compare various landforms within South Carolina through the use of primary and secondary sources.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none">• <u>Landforms</u> - A specific geomorphic feature on the surface of the earth, ranging from large-scale features such as plains, plateaus, and mountains to minor features such as hills, valleys, and alluvial fans• <u>Mountain</u> - A natural elevation of the earth's surface rising more or less abruptly to a summit, and attaining an altitude greater than that of a hill, usually greater than 2000 feet• <u>Valley</u> - An elongated depression between uplands, hills, or mountains, especially one following the course of a stream• <u>Desert</u> - A region so arid because of little rainfall that it supports only sparse and widely spaced vegetation or no vegetation at all• <u>Plateau</u> - A land area having a relatively level surface considerably raised above adjoining land on at least one side, and often cut by deep canyons	<ul style="list-style-type: none">• <u>Sequence</u> - Order of succession• <u>Movement phrase</u> - A series of movements linked together to make a distinctive pattern• <u>Space</u> - An element of movement involving direction, level, size, focus, and pathway• <u>Level</u> - One of the aspects of the movement element space; in dance, there are three basic levels: high, middle, and low• <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



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- Coast - The land next to the sea
- Plain - An area of land not significantly higher than adjacent areas and with relatively minor differences in elevation, commonly less than 500 ft. (150 m), within the area

MATERIALS

- Sound source and music with a steady beat
- Cards with landforms written on them
- Anchor chart/poster paper
- Markers

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Begin by engaging students in movement that introduces students to the Elements of Dance: Body, action, space, time and energy.
 - Have students arrange themselves in the classroom with enough personal space to move freely without touching a neighbor.
 - 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.). Then, ask them to make different shapes with their bodies.
 - Bring students' attention to levels (high, middle, low) with movements such as stretching up high and moving on tiptoes, crouching in a small ball close to the floor, and bouncing in place at a middle level.
 - Have students practice what they just learned by saying words such as "high level" and have students create a spontaneous high level movement.
 - Have students return to their seats or the carpet.

Work Session

- Project photos of the six main types of landforms (mountains, valleys, plains, plateaus, coasts, and deserts).
- As a class, describe each of these landforms.
 - First, have students describe their height in terms of high, middle and low.
 - Next, have students describe what shapes they see in the images.
 - Finally, discuss how the landforms are similar and how they are different.
 - Add descriptions of each landform to an anchor chart to post in the room.
- Show students a map of a region being studied and where the landforms are located. Ask students to imagine that they are going on a journey and that they will encounter these different landforms along the way.



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- Divide students into small groups or partners. Assign each group several landforms from the region being studied.
- In their groups, students will write a story with words and/or pictures depending on grade and ability level about their journey across the region and the landforms they encountered.
 - Remind students that their setting will be the landforms they encounter, so they should use descriptive details to help the reader visualize the setting.
 - Remind students that their stories should have a beginning, middle, and end.
 - Remind students to use temporal language to assist with communicating sequence.
 - Circulate and conference with students throughout the writing process.
- Tell students that they will create a movement phrase to represent their journey.
 - Demonstrate how to create a movement to represent a landform with a different type of physical feature such as a river.
 - Brainstorm with students a movement they could use to represent a river. Ask them to consider if the river movement should be high, middle or low and what shape it should be.
 - Allow students to practice the movement as a class.
 - Allow students to begin choreographing their dances.
 - Their dances should tell their story, so the movements in their dances should be in the same sequence as they are in their narratives.
 - Students should create a unique movement or movement phrase for each landform. Students should then connect the movements to create a whole dance.

Closing/Reflection

- Students will perform their dances for their classmates. Discuss appropriate audience participation and etiquette prior to performances.
- After each performance, the audience will determine which landforms the group represented and what from their dance indicated that.
- Optional: Allow groups to share their narratives either before or after their performances.

ASSESSMENTS

Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, ability to describe and identify landforms, ability to collaborate with their classmates to choreograph a movement phrase that represents a journey through their assigned landforms, and conferencing with students during the writing process.

Summative

CHECKLIST

- Students can describe and identify the different landforms.
- Students can use movement to represent the different landforms.
- Students can write narratives with a beginning, middle and end.
- Students can use temporal language to communicate the sequence of events in their narratives (first grade).



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DIFFERENTIATION

Acceleration:

- Challenge students by asking them to structure their dances like the story. It should have a beginning pose/shape, movement phrases, transitions between movements, and an ending pose/shape.
- Challenge students to create not only individual movements, but movements and shapes that they make together to create a formation (i.e., how could all dancers' bodies be used to create one mountain?).

Remediation: Write a narrative as a class; then have groups choreograph their dances to represent the class narrative.

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

Centre for Dance Education

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