

Title: Locomotor Dances

Grade Ranges:

K-4
 5-8
 9-12

Subject Tag:

Art and Music: Dance

Synopsis:

Students will explore locomotor movements (walk; run; leap; jump; hop; skip; gallop; crawl; roll; etc) through movement improvisation, and they will create an original dance phrase that uses several of these movements. Students will sharpen their sequencing, performance, observation, and evaluation skills.

Keywords:

improvisation; choreography; dance phrases; locomotor movements; walking; running; leaping; jumping; hopping; skipping; galloping; crawling; rolling; movement sentences

Body:

1. Individually, students should explore each type of locomotor movement. Prompt variations in size, direction, level, and tempo.
2. Have students choose three different locomotor movements and combine them into a simple dance phrase (movement sentence). Arm and torso movements should be included as well.
3. In pairs, students should share their phrases. Partners should identify the three locomotor movements they have observed and provide feedback on originality and performance.
4. (optional) This activity can be expanded easily to make a longer lesson. Suggestions include providing time for revision of the original phrase, performing the phrase for several different peers, or grouping the dancers for a culminating performance.

Features:

Contains special education tips
 Quick Activity (less than 30 minutes; story starter)
 Requires Internet access for students to complete

Objectives:

Students will explore variations in traveling steps and create their own dance phrases using three locomotor movements.

Standards:

NY: 1: Creating, Performing, and Participating in the Arts. Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

CT: 1. Elements and Skills. Students will identify and perform movement elements and dance skills. **2.** Choreography. Students will understand choreographic principles, processes, and structures. **4.** Thinking Skills. Students will apply analytical evaluative thinking skills in dance.

NJ: 1.1: All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theatre, and visual arts. **1.2:** All students will refine perceptual, intellectual, physical, and technical skills through creating dance, music, theatre, and/or visual arts. **1.3:** All students will utilize arts elements and arts media to produce artistic products and performances. **1.4:** All students will demonstrate knowledge of the process of critique.

Prerequisite Skills:

No previous dance experience is required. More experienced students can benefit from this lesson by using the Space - Time - Energy elements with greater clarity and variety and/or by creating longer phrases.

Time Required:

30 minutes

Technology and Materials Needed:

Optional: music (Note that if music is used, variations in tempo will likely be limited.)

Assessment Criteria:

Peers can assess each other on the basis of accuracy, originality, and performance skill.

Recommended Lesson Plan Review Date:

Review Comments