

TITLE:

Using Vinyl Spots in Dance Experiences: AB Patterns

DEVELOPED BY:

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ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

The children will be able to:

- identify and demonstrate axial movement skills
- begin to solve math problems (Counting, ordinal numbers, AB patterns)
- begin to identify and demonstrate spatial relationships and patterns
- begin to solve a movement problem in more than one way

VOCABULARY:**Arts Vocabulary**

Self space

High and low level body shapes

Locomotor Movement (jump)

Non-locomotor movement (freeze, shake, twist, turn, bend, stretch, float, kick, clap)

Curriculum Content Vocabulary

Patterning

Axial

Locomotor Movement

Counting

MATERIALS NEEDED:

Vinyl spots, music

MAIN EXPERIENCE:

Patterning: ABA Patterns (Ordering objects according to differences; An ABA pattern expresses the concept of same and different).

- A. ABA Pattern and Axial Movement in Self Space**
 - a. Instruct children to stand on self space and shake (A), jump (B), shake (A); or float, twist, float; or bend, stretch, bend.

- B. ABA Pattern and Locomotor Movement in General Space**
 - a. In the formation of a circle, instruct children to walk (A), jump (B), walk (A); or tiptoe, jump, tiptoe; or slide, creep, slide.

- C. ABA Pattern and Axial and Locomotor Movement**
 - a. Combine axial and locomotor movement: walk (A), shake in self space (B), walk (A). Travelling in circle, say walk, shake, walk.

- D. ABA Pattern and Level in Self Space**
 - a. Instruct children to stand on self space and make high shape (A), low shape (B), high shape (A). Say high shape, low shape, high shape.

- E. ABA Pattern and Size in Self Space**
 - a. Instruct children to stand on self space and make big shape (A), little shape (B), big shape (A). Say big shape, little shape, big shape.

- F. ABA Pattern and Shape in Self Space**
 - a. Instruct children to stand on self space and make straight shape (A), pointy shape (B), straight shape (A).

- G. ABA Pattern and Time in Self Space**
 - a. Instruct children to stand on a self space and shake slowly (A), shake fast (B), shake slowly (A).

INTENTIONAL QUESTIONS:**Open-Ended (i.e. children contributing possibilities, thoughts)**

What does a high level shape look like/ What does a low level shape look like?

Demonstration (i.e. "show me...")

Show me how you can travel from one spot to the other.

Application to Other Areas (i.e. making connections to other areas)

When/where do you walk, run, jump, hop, leap, slide during the day?

Problem Solving/Critical Thinking (i.e. prediction)

Which travelling movement is your favorite? If we freeze, walk, freeze, what movement comes next in the sequence?
