
TITLE:

Using Vinyl Spots in Dance Experiences: Data Analysis

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
- solve math problems (Counting, ordinal numbers, AB patterns)
- solve a movement problem in more than one way

VOCABULARY:

Arts Vocabulary:

Self space

Locomotor Movement (jump)

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

Curriculum Content Vocabulary:

Data Analysis

Locomotor Movement

More, less, equal

Counting

MATERIALS NEEDED:

maraca

pencil

feather

top

blank notecards

markers

4 plastic cups

popsicle sticks
vinyl spots

MAIN EXPERIENCE:

Introducing and Exploring Concepts

- a. Model non-locomotor movement using objects set in motion (maraca-shake, pencil-freeze, top-turn, feather-float).
 - Students predict how object will move when set in motion.
 - Student(s) demonstrate each movement modeled by puppet on spot.

- b. Student models non-locomotor movement sequence on vinyl spot (shake, freeze, turn, float).

Developing Skills

- Students practice non-locomotor movement sequence on vinyl spot.
- Students identify favorite movement in sequence by placing popsicle stick in cup labeled with picture of movement.
- Students evaluate data for more, less, equal.

INTENTIONAL QUESTIONS:

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

How many people said floating was their favorite movement? How many people said freezing was their favorite movement?
