
TITLE:

Self-Space Bubble

DEVELOPED BY:

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ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

Children will:

- demonstrate movement elements and skills in dance by understanding the concepts of self-space and general space

CHILDREN'S PRIOR KNOWLEDGE NECESSARY FOR THIS EXPERIENCE:

- This lesson will build on the preexisting concept of body in space and introduce the concept of self-space.

VOCABULARY:

Arts Vocabulary

Self-Space

Locomotor movements

Curriculum Content Vocabulary

Front/Back

Top/Bottom

Side

Freeze

MAIN EXPERIENCE:

Step One: Defining our perfect spots. *Do you remember what the perfect spot is? Demonstrate how to find one's perfect spot (arms stretched out to the side and turning slowly.) Joe, can you stand up and show me a perfect spot? Take out your finger and draw a circle around your body on the floor.* Two or three at a time, have the children find a spot in the room and mark these spots with their imaginary circle.

Step Two: *Your perfect spot can travel with you. I am going to ask everyone to reach down and grab their imaginary circles and stretch them up...pull them high over your bodies. Can you tie it off over your head? You have made your perfect spots cover your entire body-almost like a bubble...a perfect bubble! Now you can go anywhere in the classroom without touching anyone or anything.*

Step Three: Adding locomotor movements. *Marta, when you hear my drum start to play, can you show me how you can skip around the room staying inside your perfect bubble? When the drum stops, I'd like you to freeze. Remember when you are inside your perfect bubble it means that we won't touch anyone or anything in the classroom. Bart, when you hear my drum play can you gallop around the room, staying inside your self-space. If you are wearing pink can you show me how you would crawl through the room? Freeze inside your bubble when the drum stops. Can everyone gallop around the room? Freeze when the music stops.* Experiment with locomotor movements and moving through space in small groups and as an individual, emphasizing awareness of body in space.

Closure: Adding our body shapes. *This time, when the drum stops, can you freeze your bodies inside your perfect bubbles on a low level? When you hear my drum play, I'd like to see everyone dancing around the room in their perfect bubbles...when the drum stops, can you freeze inside your perfect bubble on a high level? Explore levels in our perfect bubbles. When you hear the drum play, can you move through the room on a low level? Remember, we don't touch anyone when we are in our perfect bubbles or on our perfect spots.*

INTENTIONAL QUESTIONS:

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

Can you show me a perfect spot?

Can you show me how to skip inside your perfect bubble?

Can you freeze inside your perfect bubbles on a low level?

ASSESSMENT:

I will know the children got it if they can locomote through the room while maintaining their own space. Are they attentive to others moving? Can they manipulate their bodies through the room without running into other dancers or furniture?

MODIFICATION:

Different Environment: Careful consideration of locomotor movements may be necessary in smaller spaces.
