

Companion Guide

“Body in Motion! Exploring High, Medium, and Low Levels”

Anne Sidney, Wolf Trap Master Teaching Artist

*In this short video Wolf Trap Master Teaching Artist Anne Sidney connects **dance strategies** to select **early language and STEM skills** demonstrating arts-integrated experiences that allow children to **embody shapes, explore frozen poses, and experience numeracy through spatial relationships, building gross motor skills.***

This experience is designed to provide you with an opportunity to:

- Engage in arts-integrated experiences that promote active learning.
- Try out strategies to connect dance and movement with STEM and language learning goals using frozen poses and exploring movement at different levels.

Target Ages: Pre-K, 3 to 5

Key Vocabulary: level, compare, measure, observe, predict, change, low, medium, high, middle

***Connections to Early Childhood Learning Goals**

- Language and Literacy: Child attends. Child understands and builds vocabulary.
- STEM/Mathematics, Counting, and Cardinality: Child knows number names and the count sequence, and recognizes and compares numbers.
- Motor Development: Child develops awareness of body in space, develops large/small muscles, movement, and coordination. Child develops and practices fine/gross motor skills.

Arts Concepts Highlighted in this Experience

- **Dance/Movement**
 - Children will use their bodies to experience movement and frozen poses at high, medium, and low levels in space.
 - Children will create their own frozen poses, shapes, gestures, and movements and measure and compare them.
 - Children can choose their own ways to move and express themselves through gestures, poses, and shapes.

Extending the Experience

- Adults can share spoken observations of children as they move, such as “I see (child’s name) making a round shape close to the ground with their body,” or “I see (child’s name) reaching up high straight arms.” Describing children’s movements builds vocabulary and explores positional words while acknowledging individual children.

- What else can be found at low, medium, and high levels? What does that look like? How do they compare to one another? Wolf Trap Teaching Artists sometimes use the example of different kinds of plants, growing in different shapes or patterns, that can be compared and contrasted.
- Book illustrations or images of a scene or environment can provide a fun prompt to observe what might be found at high, medium, and low levels. Children can create movements and poses based on their observations.

Getting Ready to Try this Experience with My Classroom or Group

- Is there anything I need to do to prepare children and adults for this experience?
- Where could I do this experience with the group? Would I need to make adjustments to my space to make it successful?
- Are there additional resources I should share with the group before doing this experience?
- When will this experience work best for my class or group?

Reflections for Inclusive Practice

- Do I need to make adjustments for the motor or mobility needs of children or adults in my class or group?
- Can I provide additional content or context to this experience to make it more relevant or accessible to the children and adults I work with?
- How can I implement this experience to consider the language needs of the children and adults I am working with?

Resources

Head Start Early Learning Outcomes Framework

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Notes from the Teaching Artist:

Anne Sidney is a Virginia-based dance artist and Wolf Trap Master Teaching Artist. She enjoys sharing these experiences with early childhood educators as “active ways to work on number sense” and finds that children demonstrate a clear grasp of the concept of “level” and are quick to share their ideas with educators and other children.

This content is made available by Wolf Trap Foundation for the Performing Arts for educational purposes only. It may not be reproduced, retransmitted, or publicly displayed, in any form or for any purpose without the Foundation’s prior written consent.

All Rights Reserved ©2021