

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Movement

Unit Designers: Matt Watres and Jonathan Pollock

Level(s): Grade 3 Time Span: Every other week over a year

Content Area:

- | | | | |
|--|--------------------------------------|---|---|
| <input type="checkbox"/> Career Prep | <input type="checkbox"/> Health/PE | <input type="checkbox"/> M&C Languages | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input checked="" type="checkbox"/> Visual & Perf. Arts |

Summary of Unit:

The students will participate in various movement activities that will develop awareness of how to move their bodies rhythmically. They will experience expressive qualities of music through movement. The flow of there bodies will keep rhythm with the beat pattern. Choreographed dance will teach understanding of phrase structure in music.

Content Standards/Performance Indicators:

National Standard for Dance:

1. Identifying and demonstrating movement elements and skills in performing dance
 - 1a. accurately demonstrate non-loco motor/axial movements such as bend, twist, stretch, swing.
 - 1b. accurately demonstrate eight basic loco motor movements such as walk, run, hop, jump, leap, gallop, slide, and skip.
 - 1c. create shapes at low, middle, and high level.
 - 1d. demonstrate the ability to define and maintain personal space.
 - 1e. demonstrate movement in straight and curved pathways.
 - 1f. demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
 - 1g. demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.
 - 1h. attentively observe and accurately describe the action such as skip, gallop and movement elements such as levels, directions in a brief movement study.

2. Understanding choreographic principles, processes, and structures
 - 2e. demonstrate the ability to work effectively alone and with a partner.

 - 2f. demonstrate the following partner skills: copying, leading and following, mirror.

National Standards for Music Education:

6. Listening to, analyzing, and describing music
 - 6a. identify simple music forms when presented aurally
 - 6b. demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
 - 6c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
 - 6d. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
 - 6e. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

7. Evaluating music and music performances
 - 7a. devise criteria for evaluating performances and compositions

Revised Maine Learning Result for Dance (8/14/07 version)

- A1. Terminology: Students identify space, time, and energy concepts:
- a. Identify elements of space: hi/low, forward/backward, near/fear, and personal/group space, and wide/narrow and stretched/curled/twisted shape(s).
 - b. Identify elements of time: steady and fast/slow beat.
 - c. Identify elements of energy: hard/soft, light/strong, and resting/moving.
- A2. Space: Students demonstrate space concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shape(s).
- A3. Time: Students replicate tempo change using body movement.
- A4. Students recognize and demonstrate hard/soft, light/strong, and resting/moving movements to show differences in energy qualities.
- A5. Loco motor and Non-Loco motor Movement: Students identify and demonstrate loco motor and non-loco motor/axial skills.
- a. Identify the difference between a loco motor and non-loco motor/axial skill.
 - b. Demonstrate loco motor patterns using change in direction, level, and pathways.
 - c. Demonstrate non-loco motor/axial skills.

Revised Maine Learning Result for Music (8/14/07 version)

- A3: Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat durations and steady/strong beat.

Key Knowledge And Skills Students Will Acquire:

(As a result of this unit, students will know/ understand/ be able to)

Students will develop bodily awareness:

- I. Awareness of Body Parts & Whole
 - a. Whole body movements
 - b. Isolated body arts
 - c. Leading with a part
 - d. Initiating with a part

- II. Awareness of Time
 - a. Quick and slow movement
 - b. Clock time
- III. Awareness of Space
 - a. Personal space and general space
 - b. Direct/indirect pathway (straight/twisted)
 - c. Inward movement (narrow)
 - d. Outward movement (wide)
 - e. Direction of movement
 - f. Distance of movement
- IV. Awareness of levels
 - a. High/middle/low
- V. Awareness of weight
 - a. Heavy/light
 - b. Strong/gentle
 - c. Tense/relaxed
- VI. Awareness of locomotion
- VII. Awareness of flow
 - a. Sudden/sustained
 - b. Sequential/simultaneous
 - c. Bound/free
- VIII. Awareness of shape
 - a. Becoming shapes
- IX. Awareness of others
 - a. Partners
 - b. Groups
- X. Student created movement
 - a. Representative movement
 - b. Non-representative movement

Traditional Folk Dance calls (that is, moves or steps) such as forward and back, right hand round, sashay

Key Pre-Requisites:

(Before beginning this unit, students should know/understand/be able to...)

Knowledge:

- Music can express emotions
- Basic movement and rhythmic patterns
- Understand personal space

Skills:

- Move to a beat
- Visually copying movement

Enduring Understandings:

- Beat and meter can be internalized and/or externalized through movement
- Weight can be shown through movement
- Movement can occur and be demonstrated on multiple planes (high, middle and low)
- Space and time are interconnected concepts with regards to movement
- Different parts of the body can be used to lead through time and space
- Tempo or speed can be reflected through movement

Essential Questions that Guide and Focus This Unit:

- How can a student 's sense of beat and meter be reinforced through movement?
- How can weight be reflected through movement?
- In what way can movement be demonstrated on different planes?
- How are space and time related to movement?
- How can different parts of the body be used to lead through time and space?
- How can tempo be reflected through movement?

Key Knowledge and Skills students will acquire as a result of this unit:

Knowledge:

- Gain a better understanding of expressive qualities through movement
- Learn phrasing through movement which will assist when playing music with musical instruments

Skills:

- The student will be confident to move with the beat
- Visually and aurally follow music with movement

How will students provide evidence of their understandings? (*Be specific*)

- Students will be visually assed (informal/formal) on their ability to perform the concepts listed under key knowledge and skills.
- Informal Assessments are equivalent to rehearsing or practicing part of a dance or movement activity.
- Formal Assessment can be made individually or as a group after students have become familiar with the activity.

Teaching and Learning experiences used to help students understand:

- Move It! Expressive Movement with Classical Music by Dr. John Feierabend and Peggy Lyman

Provisions for Extending Learning:

- Student can create a dance or movement to a selected composition

How will technology be used to increase student achievement? (*Be specific*)

- Students will use the Move It! DVD

Instructional Resources:

- Move It! Expressive Movement with Classical Music by Dr. John Feierabend and Peggy Lyman

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

(Name of Assessment listed here)