

**LISBON SCHOOL DEPARTMENT**  
**UNIT DESIGN OUTLINE**

**Unit Title:** Movement Exploration

**Unit Designers (Content Area, Grade Level Team):** Jonathan Carsley, Matthew Watras & Whitney Dorman

**Level(s):** Kindergarten                      **Time Span:** 1 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 & Perform Arts |

**Summary of Unit:**

In this unit, students will participate in various movement activities that will develop awareness of how to move their body through space and time. The movement themes of Rudolf Laban provide an ideal portfolio of movement possibilities for developing kinesthetic awareness. Students will develop awareness of self as well as an awareness of others and how to interact safely with one another. Awareness of the body will lead to an internalized sense of beat and rhythm.

**Content Standards/Performance Indicators:**

**National Standard for Dance:**

1. Identifying and demonstrating movement elements and skills in performing dance
  - 1a. accurately demonstrate non-locomotor/axial movements such as bend, twist, stretch, swing.
  - 1b. accurately demonstrate eight basic locomotor movement 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/far, 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. Locomotor and Non-Loomotor Movement: Students identify and demonstrate locomotor and non-loomotor/axial skills.
- a. Identify the difference between a locomotor and non-loomotor/axial skill.
  - b. Demonstrate locomotor patterns using change in direction, level, and pathways.
  - c. Demonstrate non-loomotor/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

**How students will provide evidence of their understandings:**

(Formal and informal assessments – please be specific)

Students will be visually assessed (informal/formal) on their ability to perform the concepts listed under key knowledge and skill.

**Key Pre-Requisite Knowledge and Skills:**

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

**Knowledge**

Students must have the age appropriate language knowledge

Students must have understanding of basic music concepts such as high/low, slow/fast

## Skills

Students must have listening skills to answer questions or follow direction given by the teacher.

Students must have age appropriate motor skills (gross/fine)

Students must have the ability to execute skills/movements modeled by the teacher.

## Enduring Understandings:

(To be used as an instructional tool with students. This includes a concept/ theme/issue (the ‘big idea’) that can transfer to other topics, fields, and adult life. Enduring Understandings are purposefully broad and are deliberately framed as a generalization. For example, *Change causes conflict* or *Accurate planning and measurement saves time, money and waste*)

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

## Essential Questions that Guide and Focus This Unit:

1. How can a student’s sense of beat and meter be reinforced through movement?
2. How can weight be reflected through movement?
3. In what ways can movement be demonstrated on different planes?
4. How are space and time related to movement?
5. How can different parts of the body be used to lead through time and space?
6. How can tempo be reflected through movement?

## Overarching Question(s):

(To be used as an instructional tool with students. An overarching question recurs naturally throughout one’s learning and in the progressive teaching of a subject, has no obvious “right” answer, is deliberately framed to provoke and sustain student interest, and raises important questions. For example, *What is the American Dream (is it fact or fiction)?*, *How has changing technology changed society?*, *Why do we need beliefs and values?*, or *What makes a “good decision” good?*

*(See attached document)*

## Experiences Used To Help Students Understand:

(Activities, varied grouping structures, etc.)

Students will develop bodily awareness:

- I. Awareness of Body Parts & Whole
  - a. Whole body movements (ie: “Shake & Freeze”)

- b. Isolated body parts (ie: “Glue Dancing”)
- c. Leading with a part (ie: “Smurf Ride”)
- d. Initiating with a part (ie: “Making Circles”)
- II. Awareness of Time
  - a. Quick and slow movement (ie: “Fast Land & Slow Land”)
  - b. Clock time (ie: “I’ll Count to 10”)
- III. Awareness of Space
  - a. Personal space and general space ( ie: “Inside the Bubble”)
  - b. Direct/indirect pathway (straight/twisted) ( ie: “Walk My Walk”)
  - c. Inward movement (narrow) (ie: “Shrinking Room”)
  - d. Outward movement (wide) (ie: “Balloon”)
  - e. Direction of movement (ie: “Looking Up, Looking Down”)
  - f. Distance of movement (ie: “Loud is Big, Soft is Small”)
- IV. Awareness of levels
  - a. High/middle/low (ie: “Elevator Ride”)
- V. Awareness of weight
  - a. Heavy/light (ie: “Building a Snowman”)
  - b. Strong/gentle (ie: “Egg Shell Floor”)
  - c. Tense/relaxed (ie: “Trust Your Partner”)
- VI. Awareness of locomotion (ie: “Move When I Stop”)
- VII. Awareness of flow
  - a. Sudden/sustained (ie: “Paint the Room”)
  - b. Sequential/simultaneous (ie: “Wave”)
  - c. Bound/free (ie: “Room of Jell-O”)
- VIII. Awareness of shape
  - a. Becoming shapes (ie: “Card Shapes”)
- IX. Awareness of others
  - a. Partners (ie: “Gumby”)
  - b. Groups ( ie: “Bigger and Smaller”)
- X. Student created movement
  - a. Representative movement (ie: Star Dance”)
  - b. Non-representative movement (ie: “Dancing w/ Form –Move It! Activities”)

For additional examples and a more in depth explanation of each activity refer to activity descriptions in *The Book of Movement Exploration* by John Feierabend and Jane Kahan.

**How technology will be used to increase student achievement:**

I-Tunes™ can be used to organize listening examples into play list by grade level and unit topic

A laptop or I-pod™ can be used to play listening examples through a sound system

Students can perform choreographed movement activities along with children on Move it! DVD

**Instructional Resources:**

The Book of Movement Exploration by Dr. John Feierabend and Jane Kahan.

Move It! Expressive Movement with Classical Music (DVD, CD, and teacher’s Instructional Booklet) by Dr. John Feierabend and Peggy Lyman

The Book of Fingerplays & Action Songs by Dr. John Feierabend

The Book of Beginning Circle Games by Dr. John Feierabend

Formation diagrams: rows (seats), personal space or scatter formation, and circle

Attach a copy of the unit assessment, including a STANDARDS-BASED rubric or criteria for evaluation of student achievement.