



Dance Lesson Plan

Performing – Anchor Standard 6: Convey Meaning through the Presentation of Artistic Work

Process Component

Present

Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question

- How does a dancer heighten artistry in a public performance?

Lesson Title

Let's Take The Stage!

Grade Level

1st

1.DA.Pr6

- a. Dance for others in a **space** where audience and performers occupy different areas.
- b. Explore the use of props to enhance performance.

SEL Core Competency(ies)

Self-Awareness

Self-Management

Responsible Decision Making

Objectives

The learner will perform a dance for an audience. They will use their favorite song, as well as a prop of their own choosing.

Materials

Music to dance to, and a prop (preferable a scarf or piece of fabric), painter's or duct tape (to create a line between "stage" and audience)

Instructional Resources

none

Vocabulary

Locomotor: Movement that travels from one location to another or in a pathway through space, such as walk, run, tip-toe, slither, roll, crawl, jump, march, gallop, prance, hop, skip, slide, or leap

Nonlocomotor: Movement that remains in place, movement that does not travel from one location to another or in a pathway through space, such as bend, twist, turn, open, close, swing, sway, spin, reach, or pull

Instruction/Motivation

Student will dance to their favorite song, while using a prop, to enhance their performance. They will be aware of the space between their "stage" and the audience.

Procedure

1. Help the student to select a favorite song that they would like to dance to.
2. Have them decide what prop they will use during their dance. They should be mindful of how the prop they choose will enhance their performance in some way.
3. Discuss what types of movement they plan to incorporate into their dance, both locomotor and nonlocomotor.
4. Work with the student to create a separate performance space or "stage" and an audience area. You can do this very simply by separating the spaces by a line of painter's or duct tape that neither the performer nor the audience cross over.
5. Play the music and have the student(s) perform their dance with the prop, for an audience of at least one.

Closure/Reflection

- Ask the student what movements they explored as part of their dance?
- Ask the student how the prop added to conveying their feelings in the performance?
- Ask the student what it was like to dance on a “stage,” for an audience?

Evaluation

- Did the student use both locomotor and nonlocomotor movements in their dance?
- Were they able to use the prop to enhance their performance?
- Were they mindful of the audience, and did they interact with them during the performance?