



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

Do A Little Dance WITH Me!

Grade Level

Kindergarten

K.DA.Pr6

- a. Dance for others in a designated **space**.
- b. Select a prop to use as part of a dance.

SEL Core Competency(ies)

Self-Awareness

Self-Management

Responsible Decision Making

Objectives

The learner will perform a dance, with another person, for an audience. They will use their favorite song, as well as a prop.

Materials

Music to dance to, and a prop (preferable a scarf or piece of fabric)

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 one 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 scarf or piece of fabric as a prop, to enhance their performance.

Procedure

1. Help the student to select a favorite song that they'd like to dance to.
2. Have them decide what prop they will use during their dance.
3. Go over with them types of movements to incorporate into their dance.
4. Either team up with them to do the dance, or partner them with a sibling or other student.
5. Clear an open floor space inside, or a free space outdoors, to perform the dance.
6. 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 types of movement did they include in 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 with another dancer?

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 other dancer, and did they interact with them during the performance?