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| **Preliminary Dance Movement #2**   |  |  | | --- | --- | | Topic | Body | | Curricular Connection | What the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor) etc. | | Video Activity | Abby and Marley demonstrate a variety of ways the body can move in safe ways. Rylee directs them with different dance vocabulary as they creatively freestyle their way through dance movement options. | | Supplementary Activity Options | Provide students with different ways that the body can move. The more options you give the students the more creative they will be and the more they will understand and explore their own body movements.  These movements will create a base understanding of how the body can move in ways we have not thought of when moving into subject focused content.  The following are options to encourage your students to start practicing independently:   |  |  |  | | --- | --- | --- | | Whole body actions | Partial body actions | Body shapes | | walk, run, jump, leap, gallop, slide, stop, bend, stretch, twist, turn, explode, skip, prance, pull, trot, paw, sitting, kneeling, lying, standing, shrink, deflated, flatten, collapse, inflate, soar, crawl, slither, creep, roll, march, stomp, hop, skate, fall, rock, sway | isolate, support, weight change, lead, gesture, supported weight, follow, reach, bend, tiptoe, shake, push, pull, clap, flick, poke, punch, kick | curled, twisted, straight, stretched wide, stretched narrow, dramatic, angular, arched, swing, melt, balance, curl, freeze | | | Extension Information | Have students practice isolating one side of the body then the other, as well as, the top of the body and the bottom.  Have students practice crisscross movements to promote left and right brain connections through crossing the right to left plane of the body (left hand to right foot etc.) |   (Parker, 1988; Gilbert, 2019) |