

Arts Education Project Communication Form

Date:	Classroom Teacher:	Discipline: Dance
VAPA Teacher:	Room #:	Lesson: Locomotor and Non-Locomotor

Lesson Objective(s):

- I can move my body in personal and general space.
- I can respond to others moving.
- I can identify locomotor and non-locomotor movements.

Key Vocabulary:

- **freeze:** to cease all movement.
- **general space:** all the space in a given area
- **locomotor movement:** movement progressing through space from one spot to another. Basic movements include: walk, run, gallop, jump, hop, skip, slide, march, crawl, roll, leap
- **non-locomotor movement:** movement anchored to one spot by a body part. Examples include stretching, bending, turning in place, gesturing
- **personal space:** the immediate spherical space surrounding the body in all directions. "Body bubble"



Visit us at <https://sites.google.com/sandi.net/artseducationproject>



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<p style="text-align: center;">Dance – Mod/Severe</p> <p style="text-align: center;">Lesson 2 – Locomotor and Non-Locomotor</p>	
<p>CALIFORNIA ARTS STANDARDS K.DA:Cr1.1b. - Explore different ways to do basic locomotor and non- locomotor movements by changing at least one of the elements of dance.</p>	
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> • I can move my body in personal and general space. • I can respond to others moving. • I can identify locomotor and non-locomotor movements. 	
<p>VOCABULARY: freeze, general space, locomotor movement, non-locomotor movement, personal space</p>	
<p>INSTRUCTIONAL MATERIALS:</p> <ul style="list-style-type: none"> • Daily agenda/presentation • Computer, projector, speaker • Communication form • Optional: 1 Hula Hoop • Painter’s Tape • Movement Words (attached below) • Wordsearch (attached below) 	<p>MUSIC TRACKS:</p> <ul style="list-style-type: none"> • Can't Sit Still - Greg and Steve • Following Directions with Exercise - Mark D Pencil • Exercise Game #2 - Mark D Pencil • Listen and Move - Greg and Steve
<p>VIDEOS (for display):</p> <ul style="list-style-type: none"> • Locomotor vs Non-locomotor • Mindfulness Moment 	<p>SET-UP:</p> <ul style="list-style-type: none"> • Mark personal space spots for each student with painter’s tape
<p>OTHER RESOURCES:</p> <ul style="list-style-type: none"> • Be Arts Smart rules poster • Brain Dance video 	<p>EXTENSION RESOURCES:</p> <ul style="list-style-type: none"> • Movement Stories by Helen Landalf and Pamela Gerke <ul style="list-style-type: none"> ◦ The Pickle Who Took a Trip

ENTRANCE

Instrumental music

1. Greet students outside the classroom and give them instructions.
2. Have students enter the classroom, following you, playing follow the leader. Lead the students into a circle and have them sit. As needed, adjust individuals in the circle or instruct everyone to hold hands to form a circle.
3. Optional: play an instrumental music track as you enter. Stop it when students are settled.

OPENING

Greeting (1 minute)

1. Introduce yourself to the students, and tell them this is dance class.
2. Show and read aloud today's "I Can" statement: "I can move my body in many ways!"

Be Arts Smart (3 minutes)

Sing a cappella

1. Show students the "Be Arts Smart" poster with rules. Read the rules and explain as needed.
2. Instruct students to echo you as you sing the "Be Arts Smart" song.
3. Sing "Be Arts Smart", prompting students to echo you.
4. Say: *When I need your attention, I will...* Then explain your attention-getter.
 - a. Example: I will say "Kids, are you ready?" Students will say "Yes, yes, yes!" while nodding and clapping on each word.

Brain Dance (5 minutes)

1. Keep students in the circle and complete the 'Brain Dance' exercise.

Optional: Pass the Move (3 minutes)

1. Keep students standing in the circle. **Adjust the balloon circle size as needed during this activity.**
 - a. A standard at this grade-level includes making group formations and changing the size. Teach the students how to step back to make a larger circle and step in to make a smaller circle.
2. Explain that you will turn to the person on your left and move a body part (non-locomotor). They should turn to the person on their left and demonstrate the move. The move should travel around the circle. The purpose is to see how quickly the move makes it around the circle. You do NOT have to wait until the move has made it around the circle to start the next move. You can also repeat move.
 - a. Wave "hi"
 - b. Stomp
 - c. Hop one time
3. For an advanced class:
 - a. Try two moves.
 - b. Start movements closer together.
 - c. Start two of the same moves going in opposite directions.
 - d. Start two different moves going in opposite directions.

Whole Group (5 minutes)

Non-Locomotor

Music: [Can't Sit Still](#), [Body Movement March](#).

1. Say: *We are going to dance to a song. Follow the directions in the song and STAY IN YOUR PLACE. This is non-locomotor movement! At the end of the song freeze in an interesting way.*
 - a. Note: Using a taped "x" on the floor, cones, rubber markers, hula hoops etc., demonstrate to students what is "personal space" if they are having trouble staying in their space.
2. Play music as you model the motions in personal space.
 - a. Comment on students that are following directions and staying on their spot.
 - b. At the end of the song, have students freeze in an interesting way.
3. As time allows, have students remain in the same space and choose a few more songs that incorporate non-locomotor movement.
4. Optional: Play up beat music and call out non-locomotor movement prompts such as twist, turn, bend, stretch, clap, kick, punch, balance, tap, march (in place), etc. Stress that non-locomotor movement stays anchored to the ground.

Locomotor Movement (5 minutes)

Music: [Listen and Move](#), [Exercise Game #2](#)

NOTE: Exercise Game songs have the prompt "drive your car" Prompt students to sit on their pockets with their knees bent toward their chest and their hands on a pretend steering wheel. Have students scoot forward using their feet to pull them. This movement encourages core development.

SAFETY NOTE: This can be done as a whole class or in groups if the students are not ready for whole class movement.

1. Choose one student to demonstrate locomotor moving through the other students. Find positive comments to give the student.
2. Choose more students to demonstrate locomotor moving (adding to the student already traveling) on the student. Find positive comments to give the students.
 - a. If a student is not demonstrating safe locomotor moving with a body bubble, have them return to personal space and watch the other students move. Gently coach them to see the importance of safe moving.
3. Continue until all the students are moving in general space.
4. Say: **FREEZE!** (Students freeze). Say: *I am going to play our first song. This song changes from personal space to locomotor moving. Remember, there is no bumping (into others or things), no falling (including when we freeze), and no running.*
5. Play **Isolations**. As the music prompts the students to freeze, stop the music, wait for everyone to freeze, and have students check their body bubbles and make adjustments.
6. As time allows, choose a few more songs that incorporate locomotor movement.
7. *Optional:* Play up beat music and call out locomotor movement prompts such as skip, gallop, jump, hop, roll, crawl, tip-toe, march (in place), etc. Stress safety rules.

CENTERS (20 minutes)**Centers are 5 minutes each**

Center 1	Center 2	Center 3
Locomotor Sort Have students sort the cards into locomotor and non-locomotor groups.	Word Search Use the word bank to find the movement words	Video Watch the video and discuss your favorite ways to move!

Whole group**Cool Down (5 minutes)**

1. Arrange students in personal space.
2. Play the music and encourage them to move in a slow and gentle way.
3. Reinforce today's vocabulary by asking students to use locomotor and non-locomotor movements.

CLOSING**Reflection (3 minutes)**

4. Have students sit back down.
5. Introduce the concept of "Fist to Five" – How well do you feel you accomplished the objective? Fist means "I cannot do it, not even a little," while five is "I have mastered this skill and I can teach someone else."
6. Show and read aloud today's "I Can" statement: "I can move my body in many ways!"
7. Ask students to show you a fist, 1, 2, 3, 4, or 5 fingers to show their self-assessment.

Mindfulness Moment (2 minutes)

1. Introduce the mindfulness moment.
2. Ask students to put their hands on their belly, and close their eyes or look down at their hands.
3. Guide students to take three slow, deep breaths.
 - a. Count "in, 1,2,3" for each breath in, and "out, 1,2,3" for each breath out.
 - b. Ask students to focus on whether they can feel their hands being moved.
4. Play [video](#) and lead students in breathing.
5. Alternatively or additionally, you can teach them Star Breathing
 - a. Spread one hand out like a star.
 - b. Use the index finger on your other hand to trace the outline of your star hand.
 - c. Breathe in as you trace up each finger and out as you trace down each finger.

Exit (2 minutes)

1. Ask students if there is a class line leader. If so, have them stand by the door.
2. Dismiss one or a few students at a time to line up at the door.
3. Have students echo you in singing "Be Arts Smart" as you exit.

EXTENSIONS – if you have extra time before Closing

Movement Story (10 minutes)

Book: [The Pickle Who Took a Trip](#)

1. Arrange students in personal space.
2. Explain this book does not have pictures and it is the students job to listen to the story and create the pictures with their bodies.

Freeze Dance

1. Arrange students in personal space.
2. Play music. Stop music sporadically and say *FREEZE*.
3. Alternate prompts between locomotor and non-locomotor movements.
 - a. As students progress, have students be the director and call out prompts.

Skip	Stretch
Run	Bend
Gallop	Twist
Walk	Reach
Roll	Balance
Tip - Toe	Curl
Leap	Spin
Hop	Kick
Crawl	Slide

SOLUTION

Locomotor and Non-Locomotor

S	K	I	P	.	S	G	.	.	B	.	.
R	B	.	.	.	T	A	.	.	A	R	.
E	E	.	L	S	R	L	C	.	L	O	.
A	N	.	E	L	E	L	R	K	A	L	W
C	D	.	A	I	T	O	A	I	N	L	A
H	.	.	P	D	C	P	W	C	C	.	L
S	P	I	N	E	H	.	L	K	E	.	K
.	C	U	R	L	T	W	I	S	T	.	.

Word directions and start points are formatted: (Direction, X, Y)

BALANCE (S,3,1)
BEND (S,10,2)
CRAWL (E,7,8)
CURL (S,11,4)
GALLOP (S,7,1)
KICK (S,1,3)

LEAP (E,1,2)
REACH (S,9,2)
ROLL (S,6,3)
SKIP (S,5,2)
SLIDE (S,4,3)
SPIN (E,3,8)

STRETCH (S,8,1)
TWIST (S,2,3)
WALK (S,12,1)

Created by VAPA Dance using Word Search Generator on
Super Teacher Worksheets (www.superteacherworksheets.com)

Name: _____

Locomotor and Non-Locomotor

S	K	I	P	V	S	G	J	C	B	J	C
R	B	W	F	H	T	A	S	G	A	R	M
E	E	H	L	S	R	L	C	Q	L	O	Z
A	N	U	E	L	E	L	R	K	A	L	W
C	D	V	A	I	T	O	A	I	N	L	A
H	B	T	P	D	C	P	W	C	C	C	L
S	P	I	N	E	H	C	L	K	E	A	K
U	C	U	R	L	T	W	I	S	T	W	R

Find the following words in the puzzle.
Words are hidden → and ↓ .

BALANCE
BEND
CRAWL
CURL
GALLOP
KICK

LEAP
REACH
ROLL
SKIP
SLIDE
SPIN

STRETCH
TWIST
WALK

