



Dance – Universal Transitional Kindergarten

Lesson 6 – Energy



CALIFORNIA ARTS STANDARDS

PK.DA:Cr1.1b. - Find a different way to do several basic locomotor and nonlocomotor movements

PK.DA:Pr.5.1b. - Move in general space and start and stop on cue while maintaining personal space

OBJECTIVE: I can move my body in many ways!

VOCABULARY: energy, qualities of movement

INSTRUCTIONAL MATERIALS:

- Daily agenda/[presentation](#)
- Computer, projector, speaker
- Painter's Tape
- [animal pictures](#)
- Book: Giraffes Can't Dance

MUSIC TRACKS:

- [Exercise Game #4](#) - Mark D Pencil
- [The Freeze Dance Song](#) - Go Noodle
- [Mark D Shake](#) - Mark D Pencil
- [Shimmy Shake](#) - Greg and Steve
- [Mice Go Marching](#)
- [Energy Folder](#)

VIDEOS (for display):

- See Google Slides

SET-UP:

- Mark personal space spots for each student with painter's tape

OTHER RESOURCES:

- Be Arts Smart rules poster
- [Be Arts Smart - demo track](#)

EXTENSION RESOURCES:

ENTRANCE

Google Slide #1

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 / WARM UP

Greeting (1 minute)

1. Introduce yourself to the students, and tell them this is dance class.

Be Arts Smart

Google Slide #2 (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.

Review Objective

Google Slide #3 (1 minute)

2. Show and read aloud today's "I Can" statement: "I can move my body in many ways!"

PERSONAL SPACE (NON-LOCOMOTOR MOVEMENT)

Review Concept - Personal Space

Google Slide #4 (6 minutes total)

1. Still in the circle, ask students what they think 'personal space' means.
2. Explain personal space. Personal is your body bubble. It covers the entire body, no matter how wide or high you can move or stretch. In personal space we do non-locomotor movement and we STAY IN PLACE.
3. Demonstrate body bubble by placing hands in fifth position, bring them to first position, and out to second position. Explain you must be gentle as you make a body bubble so you don't pop the bubble. Have students follow.
4. Ask: *Do we have personal space?* (No.)
5. The teacher will move to another place in the room, stop and demonstrate while you might get close to an object or another person, you still will not touch, keeping your body bubble safe from popping at all times.
6. Ask one student to find personal space in the room.
 - a. Comment on how the student is walking carefully and ask the student to check his body bubble before he sits in his space.
 - b. **BE SURE** to define the space for the students if there are off-limit areas, i.e. only the carpeted area.

7. Ask another student to do the same. Call 2 or 3 students to find personal space. Continue this process until all students have found personal space. Ask students to check for personal space using their body bubble.
8. Use a hula hoop to 'check' a few students' personal space.
 - a. Only use this on students that demonstrate good personal space as using it on students that are not demonstrating personal space will encourage others to crowd for attention.

Personal Space (3 minutes)

Music: [Mark D Shake](#), [Shimmy Shake](#)

1. Say: *We are going to dance to a song. Follow the directions in the song and STAY IN YOUR PLACE. At the end of the song freeze sitting crisscross applesauce.*
 - 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 sit and freeze.
3. 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.

Review Concept - Freeze

Google Slide #5 (7 minutes total)

1. Ask students to find new personal space. Ensure they are moving safely and using a gentle body bubble to check space.
 - a. Use the hula hoop to 'check' students that demonstrate personal space.
2. Say: *In dance, it is important to be able to freeze perfectly still like a statue. Let me show you.*
3. Demonstrate freezing.
 - a. The teacher moves in place for a few counts then says freeze (1 ,2 ,3 FREEZE). Freeze your body but move your head and look around at the students.
 - b. Ask: *Am I frozen?* (No.) *Oh let me try again.* Repeat this time fall to the ground after the word freeze. Ask: *Did I freeze?* (No.) Repeat again only this time freeze correctly. Ask: *Did I freeze?* (yes!).
4. Ask the students to show you how to freeze. Count 1 ,2, 3 FREEZE. Comment only on students that froze on cue and remain still. Repeat a few times until most of the class can demonstrate "freeze" on cue.

Freeze (3 minutes)

Music: [The Freeze Dance Song](#)

1. Say: *This next dance we are going to dance in our place and freeze when the song tells us.*
2. Play music **The Freeze**.
3. 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., then stop the music and say *freeze*. Continue the music after all the students are frozen.

GENERAL SPACE (LOCOMOTOR MOVEMENT)

Review Concept - General Space

Google Slide #6 (7 minutes total)

1. Seat students or gather back into a circle. Ask students what they think 'general space' means.
2. Say: *In personal space we do non-locomotor movement and we STAY IN PLACE. In general space we do locomotor movement and we MOVE ALL OVER THE SPACE.*
3. Explain locomotor and safety rules.
 - a. *There is no bumping (into others or things), no falling (including when we freeze), and no running (if the song says run, we run like a mouse with fast feet and slow body).*
 - b. Teach students to move to the open space.
 - i. Say: *I always look for the open space (demonstrate moving through students to the open space). Other people are moving too so the space will change and I have to think fast to find new open space.*
4. Ask: *What kinds of locomotor movements do you know? What are all the ways we can get from one place to another?* (Use an example like moving from the desk to the rug).
 - a. Chart: Answers may be to walk, skip, gallop, slide, tip-toe, crawl, jump or hop.
 - b. As a student responds, have the student try the movement for 4 counts, then recheck their personal space with a body bubble.
 - c. Use a hula hoop to 'check' the student's personal space.

Locomotor Movement (3 minutes)

Music: [Exercise Game #4](#)

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. 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.

DANCE ELEMENTS

Review Concept - Size and Level

Google Slide #7 (5 minutes)

Music: [Mice Go Marching](#)

1. Have students sit in their own personal space.
2. Ask students to freeze in a big shape. Comment on students that demonstrate big appropriately.
3. Repeat with small, high and low. Combine level and size words such as "big and low" "small and high" for an added challenge.
4. Say: *In this song, when you hear quite mouse music, you will move in a small and low shape with small steps. When you hear loud music, you will move in a big and high shape with big steps. Remember no running, bumping, or falling down*
5. Play Mice Go Marching.
6. Comment on students that are demonstrating the combined size and level appropriately

MOVE LIKE.....

Review Concept - Energy

Google Slide #8 (10 minutes)

1. Explain the dance element energy: *Raise your hand if you have ever been told you have too much energy!* (allow students to respond.) *Well, what if I told you there is no such thing as too much energy? All of our movements have the dance element 'energy'. Sometimes we move with forceful, strong energy like chopping down a tree, swinging a baseball bat, or pushing a heavy object. Sometimes we have gentle, light energy like when we are tiptoeing to be quiet, or coloring lightly. There is also free energy like doing the wobble or running at recess and bound energy like shivering from the cold. All movements have energy. In dance, we use energy to change the way a movement looks and feels.*
2. Arrange students so that each has personal space.
3. Go through each word. Say the word and have students repeat. Talk about what each energy word means. Take a moment to explore the energy word through NON-LOCOMOTOR movement. This can be done with one body part or with the whole body.
 - a. **Swing** – swing one arm, swing both arms, one leg, wrists, head, ankle from a fixed point (light force)
 - b. **Sway** – lean or bend, forward, backward, side to side (arms, legs, head, whole body)
 - c. **Spin** – like riding a merry-go-round – twirl or spin a finger, roll your head, spin your whole body
 - d. **Push** – someone on a wagon up a hill (heavy energy)
 - e. **Pull** – on a rope against five other children (other words to use are *drag* or *tug*).
 - f. **Bounce** – like a rubber ball
 - g. **Wiggle** – like a worm or someone holding and shaking a cooked piece of spaghetti
 - h. **Shake** – like someone shaking a salt shaker
 - i. **Sharp** –stiff, strong movement that is percussive or striking (also use the word *strike*)
 - j. **Float** – like a balloon or a cloud; light energy, lift up on tip toes, smooth arms reaching to the sides and above.
 - k. **Collapse** – like a rag doll, all the energy leaves the body quickly. Fall heavily, gently and safely, to the floor.
 - l. **Melt** – like ice cream in a cone on a hot day. Slowly lose energy starting from the head, through the shoulders, tummy, legs and feet. We end up gently laying on the floor.

OPTIONAL EXTENSION:

Energy in music (14 minutes)

Music: [Energy Folder](#)

1. Explain the activity and review the safety expectations. *When you hear the song, think about the energy of the music and how your body might move. When you are ready, you can move to the music. Remember, no bumping, falling, or running!*
2. Play a musical selection from the “Energy” Folder on the google drive.
3. Allow students to explore movement.
4. Pause the music and say *Freeze!*
5. Think-Pair-Share. *Why did you choose to move that way?*
6. Repeat this exercise with other musical selections.
7. Think-Pair-Share. *What did we notice about the music and the way we moved?*
8. **OPTIONAL:** Use scarves to explore the music

MOVEMENT STORY

Movement Story - Giraffes Can't Dance

Google Slide #9 (5 minutes)

1. Say: *Today we are going to read one of my favorite books. It is called Giraffes Can't Dance. Before we read it, let's think about the animals in the story and how they move.*
2. Review each animal and display [animal pictures](#). Encourage students to think about the animal's size, level, shape, and energy.
 - a. Giraffe
 - b. Warthog
 - c. Rhino
 - d. Lions
 - e. Chimps
 - f. Baboon
 - g. Cricket
3. Read the book "Giraffes Can't Dance" or play the [read aloud](#). Pause after each page and allow the students to move like the animal is described in the story. Ask students to explain their movement choices include size, level, shape, and energy.

CLOSING

Reflection

Google Slide #10 (1 minute)

1. Have students sit back down.
2. 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."
3. Show and read aloud today's "I Can" statement: "I can move my body in many ways!"
4. Ask students to show you a fist, 1, 2, 3, 4, or 5 fingers to show their self-assessment.

Exit

Google Slide #11 (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

Exercise Game

1. Arrange students in personal space.
2. Play music and prompt students to use size and level as well as listen to the prompts in the music.
 - a. For example: Walk small, tip toe big, skip low, crawl at a middle level etc.
 - b. As students progress, have students be the director and call out prompts.

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.

