

Learning Objectives:

- Students will demonstrate moving with various body parts (head, elbows, spine, legs, arms, knees, hips) through improvisation
- Students will work in partners to create a variety of body shapes (straight, curvy, twisted, angled, wide, narrow)
- Students will use observation skills to demonstrate and copy other students' shapes and movements through mirroring and echoing

Activity 1- Introduction/Teacher Led Echo Dance

1. Explain to students that dance is a way of communicating without talking or using words- we use our bodies to communicate through dance ("talking" with your body). Even though there are no voices talking, we still need to listen and use our observation skills in dance. We listen to the music, observe other dancers, and communicate with each other using our bodies.
2. Ask students "What is an echo?" (Something you hear and is then repeated back). "Today, instead of hearing an echo, we will create a movement echo we can see." Choose a simple movement and demonstrate for 4 counts while students observe (i.e. bounce your knees 4 times). Have students copy your movement as closely as possible for 4 counts after you finish. Remind students to use their observation skills to see which body parts are moving and which are still. Remind students they are not trying to move with you, but echo after you- taking turns like a conversation. Repeat with new movements several times until students demonstrate understanding.

Activity 2- Body Parts Freeze Dance

1. Explain to students how you are going to explore using different body parts we use when dancing. Ask students to name some body parts they might use. (head, neck, spine, fingers, arms, elbows, legs, knees, ankles, shoulders, hips, toes)
2. Freeze Dance- Have students spread out around the room in their own space. Call out a body part and have the students explore all the movements they can think of dancing through the room emphasizing that one part. As students move, call out what you see ("I see arms floating, slashing, poking, waving, etc.") Call out "freeze." Students must freeze in a shape that shows off that body part when they hear the cue. Repeat with various body parts.

Students will:

- *LISTEN for body part word- RESPOND by moving
- *LISTEN for "freeze" cue- RESPOND by freezing

3. To increase the challenge- Ask students to stand elbow to elbow with a partner. Have students dance away from their partner emphasizing a body part when they hear you call out a body part (i.e. knees). When students hear “freeze,” they must find their partner and connect that body part to their partner (i.e., knees to knees).

Activity 3- Body Shape Copy Cat & Mirroring

1. Introduce concept of body shape to students. Explain that we can freeze our bodies into different interesting shapes using lots of different body parts. Have everyone try making curved, twisted, straight, wide, narrow, bent, high, and low shapes with their bodies. Have students create their own shapes and ask students to use their own words to describe their shape.
2. Have students find a partner and stand face to face. Decide who is A and who is B.
3. Copy Cat shapes- A chooses a body shape and freezes in that shape. B “listens” to what A is “saying” by watching and observing carefully. B “responds” by copying the shape as exactly as possible. A must wait for B to be still before changing to a different shape. Repeat several times. Remind students this is like a conversation. If they move before their partner is still, this is like interrupting. Switch leader/responder roles.

Reflect: When both partners are still, ask them to work together to find one word that describes their shape (a word you explored as a class or their own new word)

2. To increase the challenge- Mirroring, moving at the same time. Staying with the same partner and facing each other, each student takes a turn as the leader. The follower must copy the leader’s movements and move at the same time as the leader- like a reflection in a mirror. Remind the leaders to use all of their body parts. Remind the followers to focus on their partner and watch for details. Switch roles several times.

Reflect: Ask the follower show the leader one movement the leader created that the follower thought was interesting.

Activity 4- Large group Follow the Leader/Echo Dance

1. In a whole group circle- Each student takes a turn individually sharing a short movement that ends in a frozen shape. While each student shares, remind others to show “listening” behavior with their bodies (focus on mover, no talking) After each student shares, the whole group echoes the movement and shape.

Reflect: After every student has had an opportunity to share a movement, discuss as a group what body parts they noticed people using and what types of shapes people chose to freeze in. Discuss as a group what skills helped students to accurately copy the movements (focus, detailed observation).

Dance Standards

- 1.1 Understands and applies dance concepts and vocabulary
- 1.2 Develops dance skills and techniques
- 2.1 Applies a creative process in dance
- 2.2 Applies a performance process in dance
- 2.3 Applies a responding process in dance
- 4.2 Demonstrates and analyzes the connections among the arts and other content areas

Communication Standards

- 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2.1 Understands how to infer and make personal connections to auditory and visual information.
- 2.2.1 Understands how to show respect for others' input
- 2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting

POSSIBLE DANCE VOCABULARY

- *Body parts:* head, arms, legs, hips, ribs, shoulders, feet, neck, spine, elbows, knees, fingers, ankles
- *Body shape:* curved, twisted, straight, angular, wide, narrow
- Mirroring
- Freeze

bend, turn, swing, kick, twist, stretch, sway, walk, run, gallop, skip, jump, march, turn, leap, tip-toe, burst, float, rise, lunge

POSSIBLE COMMUNICATION VOCABULARY:

- Listen
- Focus
- Non-verbal
- Observation
- Conversation
- Respond

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