

## Learning Objectives:

- Students will explore self and general space through improvisation.
- Students will create lists of movement words and connect them to different landforms.
- Students will create short movement phrases in groups of 3.
- Students will observe the dances of others.

## Activity 1- Freeze Dance

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1. Explain that dancers use two kinds of space—general space and self space. General space is when dancers use locomotor movements to travel around the space they share with others. Self space is when dancers use non-locomotor movements to dance in place.
2. Start class by having students walk around the room in general space. Then call out “freeze.” All students stop and freeze in the position their body is in when they hear the cue.
3. Increase difficulty by calling out different general space movements—gallop, skip, march—between freezing.
4. Increase difficulty by alternating general space and self space movements—sway, jump, march, stretch—between freezing.
5. Increase difficulty by having students freeze in interesting shapes when you call “freeze.”
6. Increase difficulty by having students pick their own movements to do in place and traveling around the room.

### Reflection

As a group, create a list of movement words. Use words that you called out, as well as words that student used when they chose their own movements. As a group, decide which steps are better done in self space, which are better in general, and which can be done either way.

## Activity 2- Large Group Choreography Task

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1. Explain that dancers and choreographers use both kinds of space when making interesting, meaningful choreography. This is called using contrasting ideas. Additionally, contrast can be achieved by having all of the dancers do the same movements and then having the dancers do different movements.
2. Create a group dance. The first part of the dance will be that everyone march for 8 counts, in general space, together.
3. The second part of the dance will be done in self space, but each dancer will select their own movement to perform for 8 counts.
4. As a whole class, practice the dance (alternating self and general 4-5 times). At the end of the activity, ask students to show a clear ending by adding a shape of their choice.

## Activity 3- Small Group Choreography Task

1. Ask students what they know about the Northwest landscape. What major landforms exist? What environmental factors make it unique? Make a list of their ideas.
2. Students identify which of the items on the list could be represented by using self space and which would be more clearly demonstrated in general space.
3. Ask students to improvise some items on the list. What movements could demonstrate a river in general space? How about a mountain in self space? Try these as a group.
4. Divide students into groups of three to create a short dance about the Northwest landscape. Each group must:
  - Select three items from the list to demonstrate
  - Use at least one self space and one general space movement (show contrast)
  - Put the movements together into a cohesive sequence (no stops or talking)
  - Have a clear ending and clear beginning

### Sharing & Reflection

Before dances are shared, review appropriate audience behavior. Divide the class into three sections (three groups per section). Each section will perform while the rest of the class observes as audience members. After they share, ask the audience what they saw. Did they follow directions? Did they have clear endings? Did they use both self and general space? What landforms do you think they were demonstrating?

### Dance Standards

- 1.1 Understands and applies dance concepts and vocabulary
- 1.2 Develops dance skills and techniques
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances for dance
- 2.1 Applies a creative process in dance
- 2.2 Applies a performance process in dance
- 2.3 Applies a responding process to a dance presentation
- 3.1 Uses dance to express and present ideas and feelings
- 4.2 Demonstrates and analyzes the connections among the arts and other content areas

### Social Studies Standards

- 3.1.2 GEOGRAPHY- Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.
- 3.2.3 GEOGRAPHY- Understands that the geographic features of the Pacific Northwest have influenced the movement of people.

### POSSIBLE SOCIAL STUDIES VOCABULARY:

- Mountains (possibly specific ranges)
- Bodies of water: ocean, river, lake
- Lowlands
- Islands and shores
- Rain
- Wind
- Trees
- Volcano

### POSSIBLE DANCE VOCABULARY

- Self space/non-locomotor movement
  - General space/locomotor movement
- bend, turn, swing, kick, twist, stretch, sway, walk, run, gallop, skip, jump, march, turn, leap, tip-toe, burst, float, rise, lunge

This lesson was created by Pacific Northwest Ballet's Community Education Programs staff for use by teachers in the classroom. Reproduction of this lesson in its entirety is allowed *when* proper credits are included. For questions, call 206.441.2432.

