

## INTEGRATING ACADEMIC SUBJECTS

### Ages: 6 to 12

Music suggestions are from *Music for Creative Dance* (MCD) Volumes 1, 2, 3, and 4 and *BrainDance Music* by Eric Chappelle. The activities that follow may be incorporated into other lessons.

### Length

30 to 60 minutes

### Warming Up

For more information, refer to Warming Up in chapter 4.

**BrainDance:** Seated or standing with rhymes, vocal instructions, or music. *Suggested music:* *BrainDance Music*, #2 or #4.

### Exploring the Concept

For a 30-minute lesson, choose one age-appropriate activity. For a 60-minute lesson, choose one or two age-appropriate activities.

#### *Antonyms, Homonyms, Compound Words* (ABABABAB)

A—Dancers work in pairs. One dancer shadows the other dancer, copying his or her movement as they move through space together. Cue dance concepts such as dance on different *levels*; dance while changing *speed*; dance while changing *size*; dance with smooth and sharp *energy*; dance with strong and light *weight*; and so on.

B—When the music pauses, call out a word such as *wide*. The leader makes a wide shape, and the follower has to make the opposite shape—*narrow*.

A—Leadership changes; cue partners to move through space.

B—When the music pauses, call out another word such as *over*. The leader makes a shape illustrating *over*, and the follower makes a shape illustrating *under*. Continue exploring various antonym pairs.

Instead of antonyms, explore compound words for the B section: The partners illustrate the compound word with a shape such as *rainbow*, then each dancer in the pair illustrates one of the root words—*rain* or *bow*. Explore other compound words such as *grasshopper*, *upstairs*, *butterfly*, and

*pocketbook*. Explore homonyms such as *see/sea*, *hi/high*, *blue/blew*, *fair/fare*, *eight/ate*, *break/brake*, and *deer/dear*. *Suggested music:* MCD Vol. 1, #16.

#### *Syllables/Vocabulary*

Dancers place the same number of body parts on the floor or desk as the number of syllables in a word. For example for the word *watermelon*, four parts would touch the floor or desk. Then, as a whole class or in groups, dancers think of an action for each syllable and do it as they say the word. The action may be the same or different for each syllable. Dancers put groups of words together to form movement combinations and say the syllables as accompaniment for the movement, as in this example:

tel-e-scope, gal-ax-y, con-stel-la-tion, star  
leap leap leap, turn a-round, dab dab dab dab stretch  
into star  
shape

#### *Symmetry and Asymmetry Shape Museum*

Half the class stands in a scattered formation while making symmetrical shapes; they are the statues. The other dancers, the sculptors, dance to the statues. They gently move one to three body parts on the statues so that the standing shapes become asymmetrical. Then, each sculptor copies the shape just created. The statue becomes a sculptor and dances away to sculpt another shape. The sculptor must look at the shape carefully, decide whether the shape is symmetrical or asymmetrical, then change it to the opposite. You may have dancers do this activity staying with the same partner.

### Developing Skills

For a 30-minute lesson, choose one age-appropriate activity. For a 60-minute lesson, choose one or two age-appropriate activities.

#### *Word Families*

Choose four or five words that have the same ending. For example, *hop*, *chop*, *flop*, *stop*, *mop*. Put the words into a pattern, and sing and dance that pattern: *hop, hop, hop, hop; chop, chop; mop, mop, mop, mop; flop, and stop!* Give groups of students word endings, and let them choose their words and create their own dance. Dancers perform in silence, and the audience

guesses the ending. Other word families include *-all*, *-ing*, *-ip*, *-an*, and *-ill*.

### Fractions

Challenge the dancers to dance with one quarter of their body while freezing the other three quarters. "Dance with a different quarter of your body. Dance with two, three, and four quarters. Dance with one, two, and three thirds of your spine (*cervical spine*, *thoracic spine*, *lumbar spine*). Dance with 8/24 (*one third*), 75/75 (*whole body*), 50 cents (*one half*), 25 cents (*one quarter*), 75 cents (*three quarters*), a dollar (*whole body*)." Play lively music as you call out the fractions. *Suggested music*: MCD Vol. 2, #5.

### Dance of Eights

"Walk 8 steps while counting to 8 (8 ones). Step backward, and snap fingers every 2 counts while counting to 8 in twos (4 twos). Stretch wide while counting to 4, and curl small while counting 4 more (2 fours). Turn for 6 counts, then make a shape for 2 counts (6 + 2 = 8). Then dance slowly for 16 counts, quickly for 16 counts, and repeat the whole dance several more times." Create dances of nines, tens, twelves, and so on. Dancers count aloud for accompaniment.

## Creating

Choose one age-appropriate activity.

### Totem Poles

Dancers look at pictures of totem poles. Discuss their purpose and their design in terms of dance concepts (*levels*, *focus*, *body parts*, *relationships*, *balance*, etc.) Groups of three to five students create an ABA totem pole dance:

A—Dancers form shapes to create a totem pole.

B—Dancers move through space depicting movements of fish clan, bird clan, or animal clan.

A—Dancers form the totem pole again.

*Suggested music*: MCD Vol. 3, #5 or Vol. 4, #13.

### States or Countries

Individual dancers or groups of dancers fill in the blanks after studying states or countries and then create a movement phrase to illustrate the sentence.

I (We) live in \_\_\_\_\_ where they \_\_\_\_\_ and \_\_\_\_\_ and the capitol is \_\_\_\_\_.

For example, I (We) live in Washington where they build airplanes and pick apples and the capitol is Olympia. Have them form shapes of capital letters for the state and capitol, and actions for the industries. You could add more industries or locations for longer dances.

### Cinquain

Dancers create one or more poems about a science, math, language arts, social studies, music, art, or dance concept or vocabulary word such as *electricity*, *geometry*, *holidays*, *exclamation point*, *democracy*, *harmony*, *Matisse*, or *ballet*. The subject must be described in only 11 words. This is an excellent way to synthesize information. Read the poem as the dancers illustrate the words and concepts through movement. Sounds may be added when appropriate. Use this form:

Noun

Adjective, adjective

Verb, verb, verb

Four-word sentence

Noun or synonym for first noun

For example:

Tadpole

Small, wiggly

Swim, change, jump

Look! I'm a frog!

Metamorphosis

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Pumpkins

Heavy, hollow

Roll, scoop, carve

Candles create flickering faces

Jack-o-lanterns

## Cooling Down

For more information, refer to *Cooling Down* in Chapter 4.

**Sharing:** Dancers share their improvisation or choreography and reflect through speech, writing, or drawing.