

Creative Dance Lesson Plan on Visual Art

Grade: 5th

Length: 45 minutes

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Student Learning Outcome: The students will demonstrate understanding of how line and space are used to communicate meaning in illustration and dance by performing small-group created works that are inspired by the line and space in an illustration.

Equipment Needed: Hand Drum; CD player; creative dance music; several illustrated children's books

Utah Fine Arts Core – Visual Arts

Standard 2: The student will analyze, reflect on, and apply the structures of art.

Objective 1: Analyze and reflect on works of art by their elements and principles.

- a. Explain how the elements of color, line, and space are used to communicate ideas in art.

Utah Fine Arts Core -- Dance

Standard 2: The student will identify and demonstrate movement elements in performing dance.

Objective 2: Expand dance vocabulary with movement experiences in space.

Behavioral Expectations: (3 minutes)

We have two rules for class today:

1. Always keep space around yourself. Never touch anyone else, the walls, or the steps unless I ask you to.
2. When the music or the drumming stops, you must freeze!

Let's practice. When the music starts, gallop around the room, but when it stops you must freeze! Don't move even one eyelash!

Experience/Identify: (7 minutes)

Marching to the beat of my drum, following me in a single file line. (March in straight pathways turning sharp angles at corners). Quick and tiny steps to the beat of my drum. (Do quick and tiny steps in curved pathways throughout the room).

We just explored pathways together. In dance, a pathway is the line that a person follows with their body. You could make a straight, zig-zag, or curvy pathway, or make a combination of the three. Everyone spread out and find your own spot in the room. I will draw a pathway on the board. When the music begins, find a way to hop the pathway on the board as if you were drawing it on the floor. (Add variations with new pathways, i.e. curvy and rolling, straight and sliding, zig-zag and leaping, etc).

In visual art, pathways are lines on the page, in the sculpture, or in the painting. Look at this illustration, and, without talking, raise your hand if you see a line, or pathway, within the painting. What is the purpose of that line? Does it focus your attention or define an area of space? Define a section of the line and move in a pathway that imitates the line within the artwork.

Explore/Investigate: (15 minutes)

There are lines and pathways within your bodies as well. These connect to each other to form a shape. If I make a letter "O" shape with my arms, what two pathways make up the "O"? Two curvy pathways. Try this with several other shapes.

When we make shapes, we create positive and negative space. The space our body fills is called positive space. The space that is left empty (holes within and around the body) is called negative space.

Shape Museum

When I count to three, be standing toe to toe with a partner. You and your partner will be creating a shape museum. Decide in your partnerships who will be a number one and who will be a number two. Number ones go into the center of the room and make a shape. Number twos take a walk around our museum statues. Is there one that catches your attention? Find a statue that you can make a shape around or through, filling its negative spaces, and freeze. Number ones, take a walk through the museum. Find a new interesting sculpture and find a way to make your own shape around or through the sculpture and freeze.

Illustrations-Sculptor Garden

Children's Books are full of artwork, sometimes on every page. This genre of art, illustration, helps to tell a story. Look at some illustrations that have a lot of empty (negative) space, and that are full of design and color (positive space). Each of you look at this picture. Number ones stand up and spread out. You are the clay, and your partner is the sculptor. Number twos, identify a specific shape in the picture that you like. Find your partner from before and mold his or her body into the shape you identified. Ones be very still and only move if your partner moves you. Switch Partner Roles.

Create: (12 minutes)

By the time I count to five, be standing elbow to elbow in groups of four.

I will give each group a book. Your group has thirty seconds to decide upon a picture in the book. Then use the lines in that picture to create a pathway for your dance. Once you have created the pathway, decide what you will do to travel along that pathway. Then create beginning and ending shapes that show the use of positive and negative space in the illustration. You have ten minutes!

Perform/Analyze: (8 minutes)

Have each group perform their creation and show the class the illustration they chose. Discuss as a class if you could see a connection between the dance and the picture.