

Creative Dance Lesson Plan on Mapping

Grade: 2nd

Length: 45 minutes

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Student Learning Outcome: The students will demonstrate the ability to identify Utah and the United States on a map through a cardinal directions game and creating a dance using directions and symbols on a map.

Equipment Needed: Hand Drum; CD player; CD with creative dance music; large map of the United States; large map of Utah with several prominent locations (the Great Salt Lake, Arches National Park, Salt Lake City, St. George, etc.) highlighted, pointed to with arrows, or marked in some way; dry erase markers.

Utah Core – Social Studies

Standard 3: Students will use geographic tools and skills to locate and describe places on earth.

Objective 2: Demonstrate geographic skills on a map and a globe.

- a. Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).
- c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.

Utah Fine Arts Core – Dance

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

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

Standard 3: The student will improvise, create, perform, and respond to movement solutions in the art form of dance.

Objective 1: Explore the process of making a dance.

Objective 2: Create and discuss movement solutions derived from movement exploration.

Standard 4: The student will understand and demonstrate dance in relation to its historical and cultural origins

Objective 3: Make connections between dance and other disciplines.

- d. Describe observations about connections between dance and other disciplines.
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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: (13 minutes)

Map and Direction Identification (7 minutes)

I have a map here of the United States. Raise your hand and tell me if you can point to where Utah is. We all live in Utah. Have any of you lived anywhere else? Where is that on the map? Mention if it is North, south, east, or west of Utah. We can move in directions with our bodies. Whenever I say North, everyone will make a high shape. Let's try it. North (make a high shape). Do with other directions: South (low shape), East (sideways shape), and West (twisted shape). Test their memories by calling out different directions.

Identify Location of States in Relation to Utah (6 minutes)

When I go on vacation, I like to go to Tennessee. Where is that on the map? It is east of here! What do we do for east? Move sideways! When I turn on the music, spread out and move sideways. Repeat with other students, asking where they will go for spring break and use movements associated with North, South, East, and West.

Explore/Investigate: (16 minutes)

Shape Museum (6 minutes)

On the count of three, be standing toe to toe with a partner. We are going to make a shape museum. Half of you will make a shape and the other half will be visitors to the museum and move around between the shapes. Decide who will be a statue first. Statues, you are going to create a shape museum in Montana. What direction is Montana from Utah? North! What kind of shapes should you make? High shapes! Spread throughout the whole room and make high shapes. Now freeze! Hold your shape still, so all the visitors can come see your shapes! Second group, when I turn on the music, move up high around the shapes. How high can you move? Have students switch roles and repeat with second group being a shape museum in Colorado, (sideways shapes) and the first group moving sideways around them.

Places in Utah Directions Game (10 minutes)

Look at the map of Utah. Where is Spanish Fork? Provo? Salt Lake City? (Identify the city that the students live in). Discuss where these places are in relation to where the students live. Identify each place that you have highlighted on the map. You may want to bring pictures of the places highlighted so that students can identify them (i.e. Arches National Park, Zion's National Park, the Great Salt Lake). I have a direction on each wall of the room (North, South, East, or West). Everyone will start in the middle of the room. I will call out a place in Utah. Someone will raise their hand, and I will call on you to come and point to that place on the map. Each of you will figure out if it is North, South, East, or West of our town, then move in that direction's way from today, (high, low, sideways, or twisting) to that wall. Make your own decisions and do not just follow everyone else. Sometimes only one or two are right and everyone else chooses the wrong direction.

Create/Perform: (11 minutes)

Traveling Maps

What can you find on our map of the United States other than state lines? If you look at the map key, or legend, you will see the symbols for interstates, state capitals, and national and state parks. What else is on a map? Can you find mountains? Rivers? Who has been to another state before? Where did you go? Using a dry erase marker, draw a line from Utah to that state (If your map is laminated). What direction did you travel to get there? Identify what you cross

to get from place to place (mountains, rivers, interstates, state capitals, etc.). Create a dance that illustrates the pathway drawn on the map. When it crosses ~~For~~ mountains, add a leap. Rivers, add a roll. Interstates, add an explosion. (Use any dance movements for any map symbol. Be creative). Example: Tyler went to Texas. What direction did he travel to get there? Southeast. So we should move in both low and sideways ways. Did he cross any mountains? Yes. So our dance needs a leap in it. Show me how you can move in a low and sideways way, and have at least one leap in your dance. Try doing this as a class and in small groups, gradually layering complexity.

Connect/Analyze (2 minutes)

Raise your hand if you saw a dancer showing that they crossed mountains (leaping) in their pathway? Did you see someone crossing a river (rolling)? What other ways do you think we could use a map to create a dance?