



## LESSON 1: DANCING ANIMALS

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Activity: Create dances from a variety of sources, including music, animals, words, and observing others' dance.

Materials: Floor space, boom-box with music (preferably instrumental)

**Introduction:** (Read to the students) Dancers and choreographers use a lot of inspiration to figure out which steps to do. Sometimes, the inspiration can come from music, and sometimes, it can come from other things. Today, we're going to be inspired by a lot of things, and we are going to create dances about them. Remember to be confident in your dancing and your expression. No laughing at others or making fun. We are all learning to dance together as a group.

### Instructions:

- First, arrange the students in a circle. Have the students say their names, and as they do so, perform a movement to go along with it. Everyone else in the circle repeats the speaker's name and movement.
- Once everyone has said their name and done a movement, let the children go around and say their favorite animal. Then, have them perform a movement that looks like that animal. Send the students off into the space to create a longer phrase of movement, mimicking the animal they chose.
- Bring the students back into a circle for a "Simon Says" style game. Ask them to make a big shape, then a small one. Ask for a curvy shape, and then a straight one. Let the students make the following shapes: big, small, curvy, straight, high, low, scary, and afraid. Then, ask the students to move around the space, and ask them to move in the following ways: fast, slow, sneaky, confident, backwards, sideways, zig-zag, and circled.
- Finally, ask the students to dance to the classical music using the tools they have just learned. They can dance like animals, use their names to create steps, move in the ways they just practiced, or come up with a style that is uniquely their own.

### Follow-up Questions:

Have the students get their notebooks and fill these questions out before they leave. It may be helpful to write them on the board in addition to reading them aloud, for each student will work at a different pace. If short on time, these questions can be discussed briefly as a group.

- Which way of movement was your favorite?
- Was it hard to move like the animal you picked?
- How did you know to move “sneaky” or make a “scary” shape?

### Instructor Questions:

Please return these to an administrator upon the conclusion of a lesson, or email your responses to [adoptanart@gmail.com](mailto:adoptanart@gmail.com) with your name and school.

1. Did you find this activity to be effective in communicating the objective and arts standard for this lesson? Why or why not?
2. What did the students respond the best to or connect with the most?
3. What was the least engaging or effective part of the lesson? How can we improve upon it?
4. If you encountered any problems during this lesson, what were they?