

Mission:

4. Dance, Dance

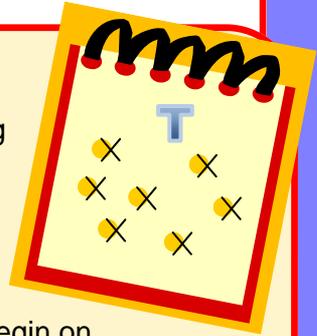
ORGANIZATION:

Music: 6. Tocatta, or 8. Rain if Falling Down

Materials: Open space for dancing, music.

Books: *Duncan the Dancing Duck* by Syd Hoff; *Color Dance* by Ann Jonas; *Dance Tanya* by Satomi Ichikawa

Set up: Make sure when asking children to begin on their carpet spaces/polyspots that they have enough space for dancing.



After listening to a story about dancing, play the music and ask the children to demonstrate how the character in the book danced. For example, when using *Dance Tanya* book, “Tanya” does a series of ballet moves. Begin by doing a picture walk through the book to show how Tanya danced. Show various dance moves, that might include:

Plie’ – with arms extended out to the side and heels together (if children have the balance to do so), squat down slowly and stand back up slowly. **Pas de Daux** – dance with a partner (we hooked elbows and danced in a circle). **Pirouette** – on tippy toes with arms overhead, turn in a circle. **Grand Jete** (or big leaps) – start with one foot in front of the other and leap over their spot.

Arabesque – stand on one foot, arms out to side and lean forward slowly, balance. **Sad Swan** – children lay down on the floor and go to sleep.

VARIATIONS:

The second time point out moves and ask children to perform them. The third time use music along.

EXTRA TIPS:

Props such as ribbon sticks or nylon scarves may be used to accentuate dancing.

Dance, Dance, Dance

C

HOOOSE:

Children will have choices regarding the types of dance movements they do.



A

SSESS:

Development and Learning Objectives:

- TSG 9a - Expands vocabulary
- Early Learning Standard 11.1 Understanding Language and Use, Benchmark 1 Increase Listening/Speaking
- TSG 18a - Interacts during book conversation
- Early Learning Standard 11.2 - Early Literacy, Benchmark 6

Physical:

- TSG 35 - Explores Dance/Movement Concepts
- Early Learning Standard 13.2 - Music, Rhythm, Movement, Benchmark 2

R

ELATE:

Children are asked to dance with different peers and explore how dancing changes when dancing with a partner.

E

NERGIZE THE BRAIN
(EF):

Children could be asked to name their dance movement and describe or demonstrate it for a peer. You may name or demonstrate various dance movements, then ask children to demonstrate that particular dance movement when they hear the word.