

# INTEGRATED LESSON PLAN

**CONTENT AREA:**  
*Geometry*

**ARTS AREA:**  
*Dance*

**LESSON TITLE:** Shape Dance

**GRADE LEVEL:** 2

**DURATION:** 45 Min

**TEACHERS:** Classroom Teacher and Dance Teacher

## STANDARD AND ALIGNMENT

<b>Content Area Standard(s)</b>	<b>Arts Standard(s)</b>
Geometry 2.G A. Reason with shapes and their attributes. 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 1.2 Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes.	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.

<b>BIG IDEA</b>	<b>ESSENTIAL QUESTION</b>
Students explore the attributes of the shapes through movement.	How can different shapes inspire dance?

<b>21<sup>st</sup> Century Skills</b>	<b>Key Vocabulary</b>
Critical Thinking, Creative Thinking, Collaborating	Angle, sides, levels, positive and negative space

## VERTICAL ALIGNMENT:

<i>Before Lesson</i>	<i>During Lesson</i>	<i>After Lesson</i>
Students will have learned the names and attributes of the shapes. Students have learned how to collaborate with peers to create shapes with their bodies through improv.	Students create the different shapes in a variety of student pairings and then combine the different shapes to create a dance.	Students can create their own dances using shapes as inspiration.

**MATERIALS:** Display of Shapes: Triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and cube. Music for extension of lesson. Large open space for the whole class to move.

**STUDENT LEARNING OUTCOMES:** Students will fully know the attributes of the shapes and be able to creatively express and explore the shapes through collaborative movement.

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## PRE – ENGAGEMENT:

Display the shapes in the room without the names. Ask the students to identify the shapes. Label the shapes. Ask the students how they know the name of the shape and/or how they remember it. Display of the shapes and labels on the board as reference throughout the rest of the lesson.

Play Viola Spolin’s Space Walk game making clear the expectations about personal space and respecting other people physically.

## FOCAL LESSON:

- Put students in groups of 2-3 in different area of the playing space.
- The teacher calls out a shape and the students improvise the shape collaboratively with their bodies it in three seconds or less.
- Go through all the shapes, side coaching as needed. (*Are you all working together? How many sides does that shape have? What kind of angles does that shape have?*)
- Combine two groups, have them create the shapes again, side coaching as needed.
- Observe who works well together.
- Put students in different groups of 2-3 students and place each group in a different section of the playing space. Assign one or two shapes to each group so each shape is represented. Have the students plan how they will create the shape collaboratively.
- Put the students in two side lines. Play music and call out each shape, the group that has that shape enters, creates the shape and then exits following the music.
- Do this exercise several times with different genres, tempos, and meters.
- Ask reflection questions and lead a group discussion.

## INTEGRATED ASSESSMENT AND EXTENSION

**Extension:** Have the students collaboratively plan a creative entrance and exit for their shape, ask the students what order the dance could go in and why. Play different types of music (genres, tempo, time signatures, etc..) to see how that effects the dance. Use the different shapes, entrance and exits to create a full dance the class shares with another class or the community.

## REFLECTION OPPORTUNITIES

STUDENTS	TEACHERS
What did you learn about the shapes? How did you work together? Did everyone follow your plan? How did the music effect your dance? How would you turn this into a full dance? What else could we use as inspiration to create dance?	Was there a seamless connection between the art and the geometry in this lesson? What pieces of this lesson were a challenge? Which pieces were most engaging for me and my students?