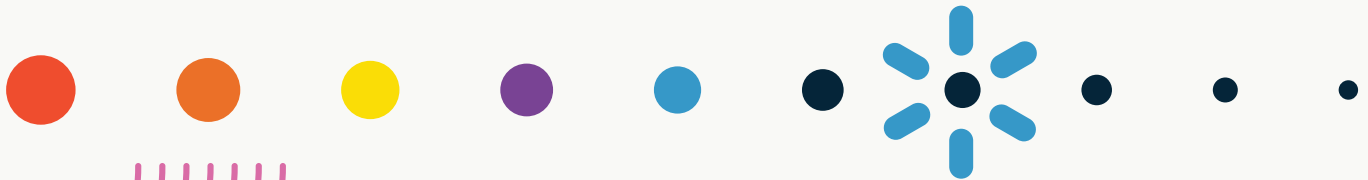


DISCOVERING MOVEMENT

Get ready to get into the groove and move your body by using these engaging arts activities!



Activities p. 24

Creativity Page p. 29

Unit Plan Brainstorms p. 30



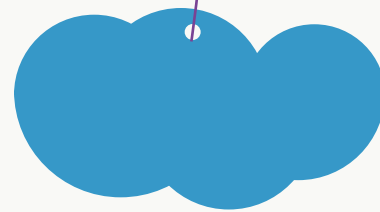


DANCE YOUR DREAMS

Materials Needed: paper (cut into cloud or star shapes), crayons, string, tape

Use the activity below to create a dream dance with your students!

1. First, acting as scribe, ask your students to come up with a list of things they dreamed about recently. Your group-generated list can include things such as flying, riding a bear, turning into a giant tomato, eating a mountain-sized cookie and so on.
2. Next, ask students to talk about and describe dreams they've had lately. The, as a group, have them pick one dream to explore through physicality. Ask them: *What's a movement you can do with your body to show what happened in your dream?* Have the students try the movement a few times.
3. Then, ask if there's a word or sound effect that could go with that movement. Have students practice their movement and sound/word together.
4. Have your students choose two more dream activities to explore movement, and create sounds for those movements.
5. Finally, tell students that they are now going to arrange their three movements into a dance! Ask questions like: *What should the order of their dance be? What adjustments can you make to your dance so that it's even more fun to do?*
6. After exploring this three-part dance, expand on this activity by having the students draw their dreams on a piece of paper (cut into a cloud or star shape).
7. Have students post their dream art somewhere in their home!



REFLECTION QUESTIONS

What was your favorite dance move from today? Why?
What other kinds of dances can we make as a group?
Why do you think we dream? How do you think our brains create dreams?
What do all our dreams look like when they are together on the ceiling?

A CASE OF THE SILLIES

Materials Needed: music, kids' clothing (jackets or coats, shoes)

Use this activity to create a vibrant, silly virtual dance party with your students!

1. Begin by inviting students to come together and tell them, "Today is Silly Freeze Dance Day!"
2. Next, lead students in a brief, non-verbal stretch or physical warm-up to instrumental music of your choice.
3. Then, begin to lead a "Silly Dance" game by modeling a movement, being sure to hold your students' attention by moving with conviction.
4. Begin doing a simple dance move and choose one student to become your silly dance partner. Using eye contact and movement only, give them permission to move with you without moving around the room. Dance in unison with your partner for a few seconds and then find an ending to your dance together. **Note:** For students whose culture(s) consider direct eye contact to be rude or disrespectful, offer other modes of indicating connection and non-verbal cues.
5. Next, find another partner and repeat. After a few silly dance pairings, add a freeze-pose into your movements so that, when you freeze, everyone freezes in that same pose.
6. Now that the rules of this silly dance game have been established, it's time to go wild. Have students choose an article of clothing to put on differently (i.e., wear their winter coat backwards or inside-out).
7. Now, repeat **Steps 1 through 5** and give everyone the opportunity to go wild!

BONUS: If it feels right for everyone in the room, kids can take turns leading everyone in a dance move of their choosing.

REFLECTION QUESTIONS

- What was it like to dance together?*
- What was it like to be silly and play together?*
- What parts of this activity were your favorite?*
- What did you find challenging about this activity?*



FOLLOW THAT PANDA

Materials Needed: butcher paper with pre-drawn panda footprints, crayons, markers, instrumental music, B.E.S.T. worksheet






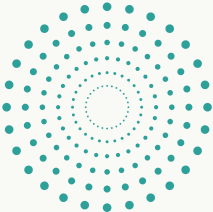
Wu Xing (pronounced Woo See-ng), is a traditional Chinese philosophy concerning the Five Elements: wood, fire, earth, metal and water. The Panda Bear is considered a national treasure in China. Use the activity below, and the accompanying B.E.S.T. Handout on the next page, to follow in the Panda's footsteps and discover each of the five elements and learn all about the cycle of life!

- To begin, tell students that you're going to go on an adventure through their imagination to create the world in which Panda lives! Unroll a large piece of butcher paper with panda prints on it and tell students, "This is a map. See this trail of panda tracks? We're going to follow them to see what we can learn!"
- Start off on your journey by telling students that the first place they're going to discover is the forest in which Panda lives. Tell them, "Pandas live in homes they make from bamboo trees. They eat bamboo, too. But, wait! There are no bamboo trees here on this map. Let's draw a bamboo forest!" Then, showing them a picture of bamboo, or describing it in great detail, have them draw a bamboo forest around the first set of tracks on your map.
- Now tell students, "Now that we've created a bamboo forest, let's walk through it!" Ask them questions like: *What do you see in the forest? What sounds do you hear? What can you touch in the forest? How does walking through a forest make you feel?* Have them show their emotion on their face, then with a physical gesture or movement using their whole body. **Note:** Use the B.E.S.T. worksheet on the following page to aid in creating these movements!
- Next, take two steps forward and tell students, "It's getting cold in this forest, let's build a fire, using fallen branches of trees, to keep warm!" Then, have them draw what they think fire looks like. *What colors do you see in fire? What does fire feel like when you're near it? How does warming yourself by a fire make you feel?* Have them show their emotion on their face, then with their bodies.
- Then, take two steps forward and tell students, "These panda tracks were made because a panda walked through mud and that mud dried. Let's trace one of our hands on this map, leaving our own tracks!" *What does mud feel like to the touch? What does touching mud make you feel?* Then, have each of them show their emotion on their face, then with their bodies.
- Take two more panda steps forward and tell students, "Did you know that rare, shiny metal that helps make bowls, cups and even electronics is found in the ground in China? Let's draw shiny metal next to these panda tracks to help complete our map!" *What does metal feel like to the touch? What are some metal things found in our learning space or in your home?* Have each of the students show their emotion on their face, then with their bodies.
- Take two last panda steps forward and tell students, "I'm thirsty and hot! Let's draw a beautiful blue river on our map and use it to cool off!" *What does water feel like to the touch? How does touching cool water make you feel?* Have each of them show their emotion on their face, then with their bodies.
- Now that you've finished your journey, discovering all five elements of the Wu Xing, walk back through your map, starting in the bamboo forest, using the movements you explored the first time around. By the end, you will not only have explored the elements of the Wu Xing, but also the elements of dance!

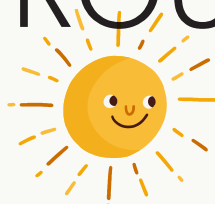
REFLECTION QUESTIONS

*What was it like to dance together?
What was it like to be silly and play together?
What parts of this activity were your favorite?
What did you find challenging about this activity?*

BEING YOUR B.E.S.T THE ELEMENTS OF DANCE

BODY	ENERGY	SPACE	TIME
<p>PARTS HEAD ARMS HANDS PELVIS LEGS ELBOW ETC.</p> <p>SHAPES CURVED STRAIGHT ANGULAR TWISTED SYMMETRIC ASYMMETRIC</p> <p>RELATIONSHIPS NEAR APART ALONE AROUND BELOW BESIDE ETC.</p> <p>BALANCE ON OFF</p> 	<p>FLOW FREE BOUND</p> <p>WEIGHT STRONG LIGHT</p> <p>FORCE SMOOTH (SUSTAINED) SHARP (SUDDEN)</p> <p>STILLNESS ACTIVE PASSIVE</p>   	<p>PLACE GENERAL SELF</p> <p>SIZE BIG SMALL NEAR REACH FAR REACH</p> <p>LEVEL HIGH MEDIUM LOW</p> <p>DIRECTION FORWARD BACKGROUND SIDEWAYS DIAGONAL UP OR DOWN</p> <p>PATHWAY STRAIGHT CURVED CIRCULAR ZIGZAG</p> <p>FOCUS SINGLE MULTI</p>	<p>SPEED SLOW FAST ACCELERATION DECELERATION</p> <p>RHYTHM BREATH PULSE</p>  

ROUTINE INVESTIGATION



Use this activity to explore your students' morning routines!

1. Ask your students to think about what they do every day before school. Ask them questions like: *What time do you wake up? Does someone wake you up or do you have an alarm clock? What do you do to get ready? What is the first thing you do when you get into the learning space?* As students respond, scribe their answers on the board or large chart paper.
2. Next, have students physicalize what it looks and feels like to wake up by asking questions like: *What does it feel like to sit up in bed in the morning? Do you stretch when you wake up? Do you yawn? Do you scratch your sides or your belly? How do you brush your teeth, style your hair or eat breakfast?* **Note:** *Feel free to explore these out of sequence at first and then put them into sequential order in preparation for the next few steps.*
3. After you've explored the physical aspects of a morning routine, begin to discover the emotions one might feel when waking up and moving through their morning routine! Offer prompts like: *When you first open your eyes in the morning, what emotion do you feel? What emotions do you feel when you stretch or yawn?* **Note:** *It may be beneficial to have a pre-written list of emotions on the board or large chart paper for this portion of the activity.* Once you've explored all of the aspects of students' morning routines, put them in an order as you did in **Step 2**, adding in the emotions!
4. Now that you've gone through physicalizing students' morning routines and have added emotions into the mix, it's time to theatricalize them by putting it all together! Using objects and furniture found in your learning space, create an apartment or house complete with a bedroom, bathroom, kitchen and dining room—like a theater set.
5. Using the set you've created, have different volunteers act out their morning routine without using words. Encourage the audience to narrate or guess what is taking place, where it's happening and how the student performing is feeling!
6. Finally, have a group discussion about the similarities and differences between everyone's morning routines.

BONUS: To deepen this activity, extend the exploration to students' full daily routines!

REFLECTION QUESTIONS

What was your favorite part of this activity?

What was it like to build a set out of different objects or pieces of furniture?

How did it feel to act out your morning routine?

What surprised you about this activity?



YOU'VE GOT MOVES

There is so much about you that makes you special and unique. Think about what makes you stand out! Use the spaces below to draw your own five-step dance that represents the best parts of you! Then, show off your unique moves for a friend or family member!



Unit Plan Brainstorms

NO STRINGS ATTACHED (ENGLISH LANGUAGE ARTS, THEATER)

Tell your students they're going to play with a piece of string! Grab a colorful piece of yarn and, using the underscoring of two or three types of music, create different shapes and movements with that yarn. Task your students with creating those same movements using their whole body, but without using words! Then, with you in the director's chair, have students show off their fun, zany, wordless movement piece!

SLUMBER PARTY SHOW-AND-TELL! (SOCIAL STUDIES, DANCE)

It's time for a slumber party-themed virtual show-and-tell! Begin by having students get into their most comfy set of pajamas, complete with their favorite blanket or pillow and stuffed animal in tow. Ask each student to show their stuffed animal to the group and share the story of how that toy came into their life. Then, have each student tell one special moment they remember about that toy and why it's their favorite! After each student shares their stuffed animal story, have them do one dance move with their stuffed animal that celebrates their friendship!

IT'S (VIRTUAL) PARTY TIME (VISUAL ARTS, THEATER)

Tell your students you're going to be throwing a virtual dance party! As a group, pick a party theme. For instance, you could decide that everyone is going to be their favorite movie, cartoon or video game character! Once you've chosen a theme, ask students to create costumes for the party using paper bags, newspaper and fabric! The students can decorate their costumes, and the learning space, as they see fit—as long as it fits with the theme, of course. Finally, on the day of the party, have them show off their unique costumes in a virtual parade. As an added bonus, have volunteers show off their dance moves!

UNDER THE SEA (ENGLISH LANGUAGE ARTS, SCIENCE)

Sebastian the crab once sang, "*The seaweed is always greener in somebody's else's lake.*" Is it? As a group, dive deep into the undersea world and find out! Together, conduct an investigation of the underwater world by peeking inside some online resources and virtual encyclopedias to search for the most interesting and unique sea creatures you can find. Once your students have discovered some creatures they find fascinating, work together to become "experts" on those underwater friends. Guide them in a physical exploration of their creatures by asking, *What does your creature look like? Where does it live? What does it eat? Can it camouflage itself?* Then, put on some bubbly music and celebrate your students' undersea discoveries by throwing a sea creature dance party!

Unit Plan Brainstorms

GET INTO THE GROOVE! (MUSIC, DANCE)

It's time to create some unique dance moves of your own! Together, choreograph a group dance that you can use in transitions, on your way to lunch, to get focused or to start each day off on a good note (get it?!). To begin, play around with rhythm by clapping, stomping or using objects from around the room, remembering to experiment with a range of tempos. Build on that by playing DJ for a day and adding recorded music or make music of your own with instruments or found objects! Ask questions like: *How does music make you feel? How do different styles of music make you move?* Finally, put together a sequence of moves that everyone can do and decide what time(s) of day you'll be using this dance. Now you have a unique dance that only your students know. Happy dancing!

I WON'T GROW UP: A COSPLAY RAVE (MUSIC, VISUAL ART, DANCE)

It's time to have a dance party, and for the students to remind the adults in your school what being a kid is all about. Tell your students that they are going to throw a rave! As a group, pick a party theme and design costumes to wear, using sheets, newspapers, paper bags and aluminum foil! Then, choose what music you'd like to play, what snacks you'd like to have and what kinds of attire would be best for your themed rave. Next, in small groups, have students create and deliver e-invitations to their guests, like your principal, assistant principal or other classroom teachers and other school staff! When it's finally time to throw your virtual dance party, and all the guests have "arrived," let the music play and dance the day away!

