



materials for the arts

Repurposed Wood Blocks and Coasters – Language of Dance Stamps

Language of Dance-Introduction, 1st and 2nd Grades:

By: Kathryn McGrath

UNIT GOAL: Students will learn about the Language of Dance and how it is used in dance and choreography. The idea of Language of Dance will be explored. Various LOD symbols will be introduced and used in the dance class. Students will learn how dances can be written. Students will create short dances using various techniques.

SPECIFIC UNIT OUTCOMES ADDRESSED IN THIS LESSON: Students will explore the idea of LOD. Students will identify and use LOD symbols. Students will write LOD symbols. Students will create their own symbol for their own dance move. Students will create LOD stamps. Students will create and perform short dances based on LOD.

LESSON OBJECTIVE(S): Students will perform and explore movements/symbols/dance making concepts from the Language of Dance.

NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY:

1. They demonstrate independence-Invent movements, Choose and Order movements in a sequence
2. They build strong content knowledge-Perform fundamentals of various dance forms and simple dances; Apply basic dance vocabulary and symbols
3. They respond to the varying demands of audience, task, purpose, and discipline. -Explain why dance can have different functions; Understand the purpose and routine of a dance class

NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS FOR MATHEMATICS:

1. Make sense of problems and persevere in solving them

OTHER STANDARDS ADDRESSED:

New York City Blueprint for Dance

Grade 2 Benchmarks

Develop Skills and Technique

Developing Dance Literacy-Understand Dance as a Means of Expression and Communication

-Apply Dance Vocabulary, Terminology, and Symbols

New York City Blueprint for Visual Arts

Grade 2 Benchmarks

Art Making

Printmaking-basic printmaking techniques such as, stamping, rubbing, and collograph printing

Resources:

Explaining the Generator, Inspired by Laban Movement Symbols on Vimeo

www.lodc.org

Language of Dance Centre

NYC cultural organization

92nd Street Y-Dance Education Laboratory



materials for the arts

Repurposed Wood Blocks and Coasters – Language of Dance Stamps

Literary:

An Introduction to Motif Notation by Ann Hutchinson Guest 2007

| Materials: | “Look for” Assessment: |
|--|---|
| <ul style="list-style-type: none"> -Language of Dance flashcards -Language of Dance glossary -Index cards, markers, crayons, and pencils -Dice with LOD symbols on them -Spinner with LOD symbols -Flashcards with LOD symbols -Worksheet with 16 LOD symbols -Stamp making materials such as foam sheets, | <ul style="list-style-type: none"> -Are students recalling the symbols? -Are students recalling how to write a short dance? |

Day ONE:

LESSON INTRODUCTION: How do we write down a dance? A jump? A balance? How can we remember our dances? Students will be introduced to the Language of Dance as a way to record and create dances. Labanotation is used to write down dances as a way to record and recall dances. The Language of Dance examines the basic elements of dance through a “Movement Alphabet.”

EXPLORATION: The teacher will hold up 3-4 symbols and have the students try to guess them. The teacher will describe and explain the symbol and the movement it represents.

DEVELOPMENT: The teacher will show the students how you would write a short movement phrase using these newly learned symbols. The dance is written from bottom to top. Next the teacher will hold up the flashcards and the students will quickly do the movement from the flashcard.

CONCLUSION: Students will be asked to remember these symbols for the next class because they will add on.

Day TWO:

LESSON INTRODUCTION: Students will be reminded of LOD and the symbols they learned during the last class. The teacher and the students will write a short movement phrase using these symbols.

EXPLORATION: The teacher will hold up various LOD symbols and the students will have to do the movements the symbols represent.

CONCLUSION: The teacher will remind the students that during the next class they will be using their learned symbols to create their own short movement phrases.

Day THREE:

LESSON INTRODUCTION: Students will be reminded of LOD and the symbols they learned during the last class.

DEVELOPMENT: The teacher will again demonstrate how a short movement phrase should be written. The class will work in small groups to create a short movement phrase using at least 3 of the symbols they learned. The students will work with another student and will figure out which symbols they want to use and what order they want to put them in.



materials for the arts

Repurposed Wood Blocks and Coasters – Language of Dance Stamps

Kathryn McGrath

Symbol Making-Language of Dance Stamp Making

UNIT GOAL: Students will learn about the Language of Dance and how it is used in dance and choreography. The idea of Language of Dance will be explored. Various LOD symbols will be introduced and used in the dance class. Students will learn how dances can be written. Students will create short dances using various techniques.

SPECIFIC UNIT OUTCOMES ADDRESSED IN THIS LESSON: Students will explore the idea of LOD. Students will identify and use LOD symbols. Students will write LOD symbols. Students will create their own symbol for their own dance move. Students will create LOD stamps. Students will create and perform short dances based on LOD.

LESSON OBJECTIVE(S): Students will perform and explore movements/symbols/dance making concepts from the Language of Dance.

NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY:

4. They demonstrate independence-Invent movements, Choose and Order movements in a sequence
5. They build strong content knowledge-Perform fundamentals of various dance forms and simple dances; Apply basic dance vocabulary and symbols
6. They respond to the varying demands of audience, task, purpose, and discipline. -Explain why dance can have different functions; Understand the purpose and routine of a dance class

NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS FOR MATHEMATICS:

2. Make sense of problems and persevere in solving them

OTHER STANDARDS ADDRESSED:

New York City Blueprint for Dance

Grade 2 Benchmarks

Develop Skills and Technique

Developing Dance Literacy-Understand Dance as a Means of Expression and Communication

-Apply Dance Vocabulary, Terminology, and Symbols

New York City Blueprint for Visual Arts

Grade 2 Benchmarks

Art Making

Printmaking-basic printmaking techniques such as, stamping, rubbing, and collograph printing

Resources:

Explaining the Generator, Inspired by Laban Movement Symbols on Vimeo

www.lodc.org

Language of Dance Centre

NYC cultural organization

92nd Street Y-Dance Education Laboratory



materials for the arts

Repurposed Wood Blocks and Coasters – Language of Dance Stamps

Literary:

An Introduction to Motif Notation by Ann Hutchinson Guest 2007

*****Day FOUR:*****

ESSENTIAL QUESTION:

Can students learn and then create symbols to represent dance movements?

Materials:

Foam Sheets

Repurposed materials such as wood blocks and coasters

Stamp Pad

Glue

Scissors

Pencils

Students will be able to recall and identify 16 basic Laban Motif Symbols. Students will be able to create their own movement and symbol to represent this movement. Students will create a stamp of their newly created symbol.

MINI LESSON:

LESSON INTRODUCTION:

Students will be reminded of the symbols they have been learning so far. Today they will have the opportunity to create their own dance move and a symbol to represent that movement.

EXPLORATION:

Students will work to create a simple movement and will then write down a symbol to represent their movement.

DIFFERENTIATION:

The teacher will help students one-on-one as needed. The teacher may also have a few random symbols selected if children have difficulty creating their own. The teacher may have some pre-cut foam symbols if the students have difficulty cutting their own symbols out. Students could be paired up to work together as needed.

DEVELOPMENT:

Students will cut their symbols out of foam sheets after they draw it out on the foam sheet. Then they will glue that symbol on various found/reusable objects such as wood blocks, coasters, or other objects.

SHARING:

Students will share their movement and symbol with the class and the symbols will be added to their Laban symbols that they will be using the next class.

ASSESSMENT:

Did students use the materials correctly to create their stamp? Checklist used to make sure the kids followed the necessary steps.

Can students create and perform their developed movement? Do their symbols reflect their movement? Students will demonstrate their movement and describe their symbol to the class.



materials for the arts

Repurposed Wood Blocks and Coasters – Language of Dance Stamps



materials for the arts
Day FIVE:

Repurposed Wood Blocks and Coasters – Language of Dance Stamps

EXPLORATION: Students will rotate between five different dance-making centers. At the dice center the students will roll the LOD dice and will write down the symbols they roll in the order they were rolled. In the spinner center the students will spin the LOD spinner four times and will write down each symbol as the spinner lands on them. At the card/envelope centers students will draw four LOD cards from an envelope without looking and will write them down as they are drawn out of the envelope. Students will use the stamps they made during the previous class to create a dance. The last center consists of the large laminated LOD cards in four different piles. Students will draw a card from each pile and write them down in order.

After the students have rotated through all of the centers they will have created five short dances based on LOD and the idea of chance.

Day SIX:

DEVELOPMENT: The students will sit down and try out all of the five dances they created during the last week. They will then choose one dance out of the five to work on further. Once they chose a dance that they want to work on, Ms. McGrath will describe several ways that they could further develop their dances. They will be instructed that they should think about levels they want to do the movements on as well as choosing which direction they will do the movements in. The students can also decided to repeat movements and add arm movements. The students will then write down how they will further develop their dance. Students will stand up and will try their dances several times.

Day SEVEN:

DEVELOPMENT: The students will be instructed to practice doing their completed dances four times in a row. The students will need to remember the order of their dance and their movements. Students will practice doing their entire dance four times in a row and will try not to look at their written dances.

SHARING: To help the students recall their movements they will show their classmates their dances and will get feedback from their peers.

Next the students will be divided in to the two different sides of the stage and they will be placed in a specific order. Each student will perform their dance four times in a row and then go to the side of the stage where the next students will step onto the performance space and perform. This will continue until everyone has performed his or her dance.