

 <p>DANCE</p>	<h2 style="margin: 0;">Locomotor Map</h2> <h3 style="margin: 0;">Grades 6-8</h3> <p style="margin: 0;"><i>In this lesson students will be creating (drawing) a paper locomotor map and then using that map to create (choreograph), memorize and perform a short movement sequence.</i></p>
<p>Lesson Objective(s):</p>	<p>Student Friendly Standard Learning statement(s):</p> <ul style="list-style-type: none"> ● I am learning to use improvisation as a creative process to explore movement components and concepts. ● I am learning to create choreography by solving movement problems. ● I am learning to navigate space through different pathways, levels, and patterns as a part of an ensemble. ● I am learning to keep focus with my partner or group in near and far space. ● I am learning to change my inward focus to outward focus and extend it out to far space. ● I am learning to apply dance skills to demonstrate direction changes, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.
<p>Arts Standard(s):</p>	<p>Artistic Process - Creating Anchor Standard #1 – Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> ○ (DA.CR.1.6a) - Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches. ○ (DA.CR.1.6b) - Construct and solve movement problems to develop choreographic content. <p>Artistic Process - Performing Anchor Standard #4 – Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> ○ (DA.PR.4.6a) - Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space. <p>Anchor Standard #5 – Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> ○ (DA.PR.5.6a.) - Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● <i>Where do choreographers get ideas for dances?</i> ● <i>How do dancers work with space, time and energy to communicate artistic expression?</i> ● <i>What must a dancer do to prepare the mind and body for artistic expression?</i>
<p>Vocabulary:</p>	<p><u>NCCAS:</u> Locomotor- Physical action allowing you to move through space from one place to another. Pathway- Trail or route</p>
<p>Lesson Procedure: <i>(Approx. Duration: 2-3 class periods)</i></p>	<ol style="list-style-type: none"> 1. On a piece of paper draw 5 points and label them "A", "B", "C", "D", & "E" 2. Referring to the locomotor map resource notice the four types of lines: straight, wavy, squiggly, and zig zagged. Using at least one of each of the following types of lines, draw

- 1 line to connect point A to point B, 1 line to connect point B to point C, 1 line to connect point C to point D, and 1 line to connect point D to point E.
3. Label each point with the following information
 - a. A non-**locomotor** movement
 - b. A size (i.e. small, medium, large)
 - c. A level (i.e. low, medium, high, extra high)
 4. Label each line with the following information
 - a. A **locomotor** movement
 - b. A body shape (i.e. straight, bent, curved)
 5. Use the map to create a movement sequence that follows the labeled information and **pathways** in the actual dance space. You will need to figure out how to do each of the things you have labeled with your body and how they transition into each other. You should start and end your movement sequence with a beginning and ending shape of your choice at point A and point E respectively.
 6. Memorize and practice the sequence you have created
 7. Perform the sequence (while others are performing) for your peers and instructor.
- **Teacher note: you can divide students into 2-4 groups and each group can perform for the other group/s**

Assessments:

Rubric

	0= No Evidence	1= Emerging Proficiency	2= Approaching Proficiency	3= Proficient	4= Highly Proficient
DA.CR.1.6a Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.	Did not perform a movement sequence.	Movement sequence explored some relationships of movement components.	Movement sequence explored relationships of movement components.	Movement sequence explored a variety of relationships of movement components.	Movement sequence performed clearly and explored a variety of relationships of movement components.
DA.CR.1.6b Construct and solve movement problems to develop choreographic content.	Did not perform a movement sequence.	Movement sequence solved some movement problems to develop choreographic content.	Movement sequence solved movement problems to develop choreographic content.	Movement sequence solved movement problems to effectively develop choreographic content.	Movement sequence solved movement problems to effectively develop clear choreographic content.

	<p>DA.PR.4.6a Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.</p>	<p>Did not perform a movement sequence.</p>	<p>Movement sequence performed includes some variety of movement.</p>	<p>Movement sequence performed includes diverse pathways, levels, and patterns in space.</p>	<p>Movement sequence performed includes a variety of diverse pathways, levels, and patterns in space.</p>	<p>Movement sequence performed clearly and includes a variety of diverse pathways, levels, and patterns in space.</p>
	<p>DA.PR.5.6a. Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.</p>	<p>Did not perform a movement sequence.</p>	<p>Movement sequence performed includes some technical dance skills to execute changes of direction, weight shifts, and movement transitions.</p>	<p>Movement sequence performed includes technical dance skills to execute changes of direction, weight shifts, and movement transitions.</p>	<p>Movement sequence performed includes a variety of technical dance skills to execute changes of direction, weight shifts, and movement transitions.</p>	<p>Movement sequence performed clearly and includes a variety of technical dance skills to execute changes of direction, weight shifts, and movement transitions.</p>

Related Standards/ Competencies:

Resources:

- Sample locomotor map:

