



DANCE AND VISUAL ART

Little Choreographers

K-1

Lesson by Jacqueline Hennessey

This lesson may be adjusted to fit whatever timeline you need. It can be the focus for one day, or worked on for an hour a day over a week or more.

Objectives

Students will:

- Learn how dance plays a role in different cultures.
- Work together to create a dance to perform for their classmates.
- Create simple costumes to go along with their choreography.

Introduction

Begin by talking with the students about dance, and how there are many different types of dance that people can do. Ask if anyone goes to dance classes, and have them show you something they learned at dance. Have the class stand up and copy the dance moves they show you.

- Was the dance difficult to do?
- What type of dance were we practicing?
- Does anyone know a different type of dance?

Next, show students an image of the painting *Portrait of Krasnosheeva, a Dancer in the Kirov Ballet (the Artist's Wife)* by Vladimir Aleksandrovich. Ask students the following questions:

- Who do you see in this painting?
- What kind of dancer is she?
- What is she wearing?
- Have any of you danced ballet before?

Explain to students that ballet is just one type of dance. Most of us know what ballet is, but there are many different types of dance around the world. Some styles of dance are specific to different family traditions or cultures. The steps and costumes in those styles of dance often have a special meaning to the dancers.

Show students a short video of a traditional Native American dance found at <https://www.youtube.com/watch?v=smSGUDRVPPo>. Then show students another video of a traditional Peruvian dance at <https://www.youtube.com/watch?v=KJNFF92DZY0>.

Ask the students if any of them recognize either of these styles of dance, or if they know a different type of dance? If a student answers yes, invite them to tell the class a little about the dance and its meaning. Remind the other students to be respectful as they learn something new from their classmate.



Vladimir Aleksandrovich, *Portrait of Krasnosheeva, a Dancer in the Kirov Ballet (the Artist's Wife)*, 1948, oil on canvas

Materials

- Colored Paper
- Glue
- Scissors
- Music
- 2-3 adult volunteers

Images from the Museum

- Vladimir Aleksandrovich, *Portrait of Krasnosheeva, a Dancer in the Kirov Ballet (the Artist's Wife)*
- Theodore Milton Wassmer, *Persian Dancers*
- Theodore Milton Wassmer, *Rain Dance, White Rocks, Utah*

Utah Core Standards

English Language Arts

Speaking and Listening Standard 1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Fine Arts

Dance

Strand: CREATE (1.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 1.D.CR.1–4).

Strand: PERFORM (1.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 1.D.P.1–7).

Strand: RESPOND (1.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 1.D.R.1–2).

Strand: CONNECT (1.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.D.CO.1–2).

Visual Arts

Strand: PRESENT (1.V.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (Standards 1.V.P.1–3).

Learning Activity

After watching a couple of videos with the students, explain that they will now have the opportunity to create dances of their own to share with the class! If possible, ask a couple of volunteer parents to come in and help the class with this assignment. Choose a song that all of the students will use for their dance (it can be any song, as long as it gets the kids excited to dance). Split students into 3 or 4 groups with a parent or teacher leading each group.

Have the groups work together to come up with a simple dance to go with the music. As much as possible, have the students come up with the steps and help them to remember each move. These dances will be short, only 1 minute or so.

Once students have choreographed their dances, have them work in their groups to create some things to wear for their dance using colorful paper, glue, tape, and whatever materials you have to use as embellishments. Encourage students to be as creative as possible in their costumes, without copying the regalia they saw on the videos (explain that *regalia* means clothing worn in ceremonies, such as the dances you watched).



Theodore Milton Wassmer, *Rain Dance, White Rocks, Utah*, 1933, oil on board



Theodore Milton Wassmer, *Persian Dancers*, 1969, glapasto

Learning Activity (cont.)

Have the students think about what colors they want their regalia to include, and encourage them to use the same colors for the entire group. They may include paper hats, skirts, necklaces, etc.

Once the students have completed their dances and regalia, give them an opportunity to perform their dances for the class. This may be turned into a small recital by inviting the parents to attend and having the students create invitations.

Conclusion

Ask students to explain what their regalia means, and how it goes along with their dance. Encourage them to learn different styles of dance on their own, and share them with their friends.

Extender

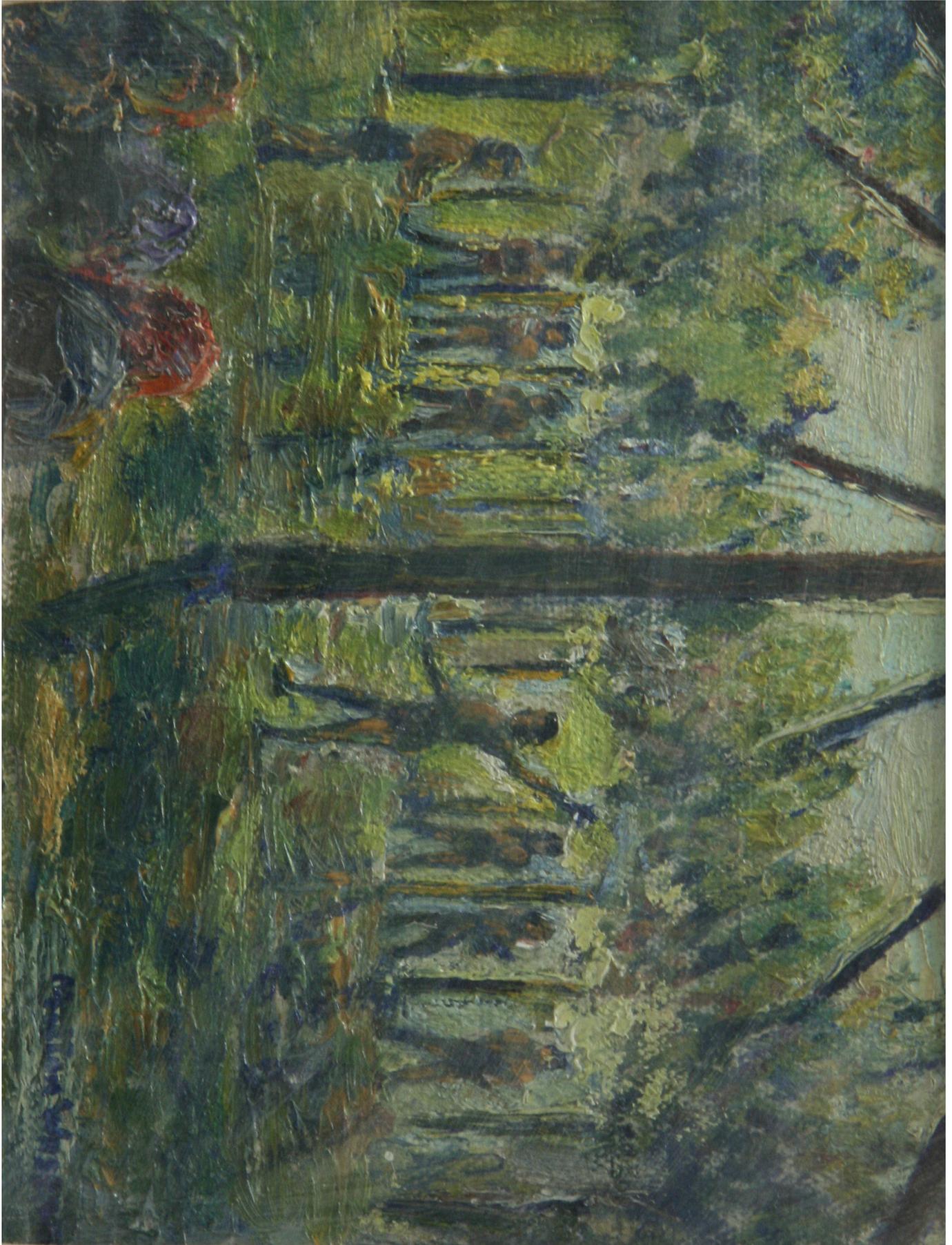
This lesson may be extended by having a parent or someone you know who is a dancer come in and teach the students a cultural dance. The lesson could be focused on that particular culture and what the dance style means to those who perform it.



Vladimir Aleksandrovich, *Portrait of Krasnosheeva, a Dancer in the Kirov Ballet (the Artist's Wife)*, 1948, oil on canvas



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