

Workshop title: Simple Machines: Bodies at Work

Grade level: Grades 1-3

Specific curriculum tie - ins: Dance: Creative Movement  
Science: Simple machines

Instructional Objectives:

The workshop described here is designed to introduce students to the basic elements of dance improvisation with a curriculum link to science, specifically: simple machines.

Students will receive instruction and structure that will allow them to explore, discover, and create movement sequences that relate to simple machine concepts.

Students will learn to relate specific ideas of simple machines with movement. Ideas of wheels, gears, pulleys, levers, inclined planes, wedges, and screws are explored and structured into a movement class.

Students will develop a working movement vocabulary and an opportunity to apply that vocabulary to simple machine concepts.

Students will learn to relate specific ideas of simple machines with movement. Ideas of wheels, gears, pulleys, levers, inclined planes, wedges, and screws are explored and structured into a movement class.

Students will be asked to participate in dance structures that illustrate and demonstrate principles at work in simple machines.

Instructional Plan: Outline

- 1) Introduction: 5 minutes
  - a) Rules and expectations
    - i) The three rules of class - listen, follow directions, use your space bubble
  - b) Define choreographer and mention simple machines connection
- 2) Define:
  - a) Draw space bubble and introduce levels
- 3) Lesson: 35 minutes
  - a) Shapes
    - i) Low shapes, medium, and high shapes
    - ii) Practice making and working control in shapes
  - b) Simple machine explanation - why do we have them, what do they do?
    - i) The shapes and practical (everyday) applications of simple machines
  - c) Create a shape for each simple machine
    - i) Try making the same simple machine in different ways
  - d) Students choose which simple machine to create
  - e) Moving through space

- i) Three things to see: each other, space between each other, and space bubbles
  - (1) One student example - explain choices to avoid popping space bubble
- ii) All students walk and freeze into simple machine shapes
- iii) How do the simple machines move?
  - (1) Explore each simple machine movement and shape
- f) Stop and Go Dance
  - i) incorporating shapes and movements of simple machines
    - (1) Teaching artists demonstrates
  - ii) Students create simple machine stop and go dance
- 4) Finish: 5 minutes
  - a) Progressive and whole body relaxation
  - b) Review lesson

Total 45 minutes

Assessment:

To assure that the students have learned the content of the lesson, I do a brief question and answer session where the students respond with movements or shapes. For example, I will ask one student to show me how they made a wheel. Then we briefly discuss what the one student demonstrated and why it is like a wheel. Other questions include basic dance concepts. Such as, why do dancers use the space bubble or how do dancers communicate with their bodies? The review gives me valuable feedback, so I can see what concepts the students learned and how well they learned them. This feedback also provides the opportunity for me to continually improve the workshop by observing what is working well and what needs to be changed or improved.