

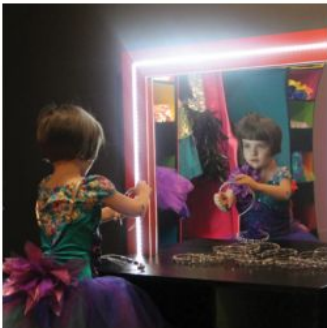
Let's Dance! programs overview

CMOM's *Let's Dance!* exhibit is a space for children of all ages to explore movement, performance and music. They do this through the exhibit using a variety of components:

- Costume dress-up promotes imaginative play and performance
- The Dance Portal allows children to see videos of professional dancers and learn new dance moves through imitating the teachers or performers on the screen
- The light boxes allow children to manipulate the stage lights
- The studio space promotes freestyle dance, or dancing with props including our Spooner boards
- The choreography pillows challenge visitors with words that you can express through dance
- Instruments in the space allow children to create sounds and music
- The upbeat dance music encourages children to dance and play with family and friends

As a museum educator, your job is to enhance the *Let's Dance!* exhibit through programs. Your programs are meant to fully engage the visitors in creative movement through dancing, games, music, stories and more.

10:30-11:15	Act It Out: Movement Stories
11:30-12:15	Take the Stage
2:30-3:15	Move & Groove Sing Along
3:30-4:15	Act It Out: Movement Stories
4:30-4:45	Dance Party (is is what it sounds like)



Move & Groove Sing Along

1. Move & Groove with Language
 - *Hola, Bonjour, HELLO!*
 - *Clap It Out*
 - *Weird Sounds*
 - *Don't Read Like a Robot*
2. Move & Groove with Coordination
 - *I Get Loose*
 - *Push All the Buttons*
 - *Shake Yo Foot*
 - *It's Not Hard*
3. Move & Groove with STEAM
 - *Banana Banana Meatball*
 - *Count to 100*
 - *Water Cycle*

- *Yo They Got a Backbone*

Take the Stage

1. Take the Stage: Games
 - Move Your Body! Fun Cards
 - Alphabet Beanbags
 - Ring Toss
 - Parachute
 - Inflatable world/ Beach balls
 - Obstacle course
2. Take the Stage: Movement
 - Move Your Body! Fun Deck
 - Parachute
 - Yoga
 - Scarves and ribbons
 - Hula hoops
 - Jump ropes
 - Hands and feet markers
 - Number dots
3. Take the Stage: Music
 - No musical props
 - Drums/other instruments
 - Egg shakers
 - Tambourines

Act it Out: Movement Stories

1. Act it Out: Place & Shape
 - **Story 1:** The Mice Go to the Zoo
 - **Story 2:** The Alphabet Adventures of Little Letter O
 - **Story 3:** Life in the Bass Lane: An Undersea Adventure
2. Act it Out: Weight & Direction
 - **Story 1:** The Sculptor Who Couldn't Decide What to Make
 - **Story 2:** Astronauts in Outer Space
3. Act it Out: Levels & Pathways
 - **Story 1:** The Painter and the Elves
 - **Story 2:** The Pickle Who Took a Trip

Descriptions

Move & Groove Sing Along

Get up and dance in this program while singing songs about language, exercise, science and more! Follow along with our museum educators as they teach you some fun dance moves.

Take the Stage

What kinds of props will we use today as we take the stage? Join in during for a variety of games, movement activities, and music making in our *Let's Dance!* exhibit.

Act it Out: Movement Stories

Pretend to be a mouse, an elf, a sculptor or even a pickle as we act out stories with our bodies in the *Let's Dance!* Exhibit.

Exhibit: Let's Dance!

Program: Move & Groove Sing Along

Age: 2-8

Time: 10:30 - 11:15 pm & 3:30 - 4:15 pm

Move & Groove with *Language*

Narrative: This lesson is connected to dance and sing along educational videos presented by GoNoodle. All of these videos can be found at GoNoodle.com. In this lesson, students will learn dance moves and dance to songs while enhancing their language skills.

Objectives:

Students will...

- Learn various language concepts by singing songs about language
- Imitate and memorize dance movements
- Perform dances to songs as a form of exercise
- Review language concepts to check for understanding

GoNoodle Videos

- *Hola, Bonjour, HELLO!*
- *Clap It Out*
- *Weird Sounds*
- *Don't Read Like a Robot*

Username: LTorrence@cmom.org

Password: cmom123

* Each song should be under favorites

Materials

- Numbered dots
- GoNoodle video on mp3 player
- The memorized dance moves!
- Your voice! Sing along :) (it is move and groove sing along)
- Your hype

Vocabulary

Language- how we communicate with each other

Greeting- a polite word or sign of welcome or recognition

Syllables- a unit or beat that you hear when pronouncing words

Sound effects- making a noise that is similar to a recognizable sound

Expression- conveying a particular emotion

Inflection- the changing pitch of your voice to add emphasis

Procedure

Warmup (10 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Move & Groove Sing Along program.
- Invite visitors to sit on one of the number dots placed in 2 or 3 straight lines. You can change the orientation and size of your program using these dots. You can use them to count, or have kids identify different numbers.

- While waiting for others to join, have visitors stand on a particular dot. If they are old enough, you can say “plus two” or “minus three” to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let’s do this again counting down from 10 seconds. Repeat during the 10 seconds. Let’s do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let’s pretend we are butterflies. Let’s put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let’s reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let’s put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let’s crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- In this activity today we are going to Move & Groove while singing along. Who likes to dance? Can you show me some of your favorite dance moves? (Watch the students show their favorite dance move). Now let’s practice following the teacher. We are going to pretend that you are looking in a mirror and everything I do, you do as well. What must you do if I raise my hands... bend my knees... clap my hands? (Have the students practice following the teacher’s lead)
- If you want to introduce physical activity, turn on a song and have them do some jumping jacks to the beat, march in place, or clap your hands.
- IMPORTANT: Before going into each song, you must introduce the concept and vocabulary AND prepare them for the dance moves by showing some examples. Talk about what the song is about, and why they are doing it. This is when a lot of the learning takes place. Tell them what to expect during the song and show them some of the moves ahead of time. Practice sequencing.
- Get all your wiggles out! Have kids wiggle their bodies before starting each song.
- Have the students sit down to talk about the concept.

Hola, Bonjour, HELLO! (5-10 min)

- What is **language**? **Language** is how we communicate with each other. When we say hello, we are speaking English. What other **languages** do you know of? (Listen and discuss answers). Can everyone say hello? What does hello mean? When we say hello, we are **greeting** each other. Many people say hello in different ways. For example, if you are speaking Spanish you may say Hola, or if you are speaking French you may say Bonjour, or if you are speaking Chinese you may say Nǐ hǎo. Let’s all say Hola together... let’s all say bonjour together... let’s all say Nǐ hǎo together. Now can we all find a friend to say hello to?
- Today we are going to sing a song about saying hello! It’s called *Hola, Bonjour, HELLO!* What does Hola mean? What does Bonjour mean?
- Before we sing our song, we are going to learn some dance moves to go along with it. (You will have to mirror these moves when teaching- if you are using your left arm, they will use their left)
 - When you hear “Yo _____, yo yo” you’ll put your right hand to your right ear and then your left hand to your left ear.
 - When it says “Show us how you say hello” we are all going to put our hands up to our mouth like we are shouting and we will say this out loud together!

- When it says “I move like this and go with the flow and then I say _____ you know, _____, _____” we are going to lap slap twice, and then clap our hands together twice over and over.
- When it says “_____, _____ HELLO!” we are going to do one lap slap, one hand clap and then put our hands up in the air.
- Follow along with the teacher and sing along if you can! (Around 1 min 30 sec it asks the teacher to do their own part, and then after it asks the class to do their own part. You can ask the class how they would like to say hello before doing the dance so they can do their part).

Clap It Out (5-10 min)

- We notice that some words are longer than others, and some have more beats. These beats are called **syllables**. **Syllables** can be heard with claps. Let's try clapping to the word, happy (hap-py). Now let's try, sad (sad). Now let's try, silly (sil-ly). Now let's try excited (ex-cit-ed).
- The next song we are going to sing is about **syllables!!!** We will be clapping for each **syllable** just like we did before.
 - When you hear “syllables s-s-s-syllables, that's what you get when you take a word a part. We'd be miserable without syllables, they're what you get when you take a word a part” we will step-touch our feet, and on the touch clap our hands.
 - When you hear “count, count, count some syllables. Clap it out...” you will match the movement of the video by pushing your arms in front of you (Right Left Right Right, LRLL)
 - When you hear the second “clap it out” we will clap 3 times.
 - When you hear “this is how we clap with syllables, clap it out...” you will repeat the arm pushing. You will also repeat the “clap it out” clapping.
 - Now, we will clap to syllables. We will add more syllables as the song goes on! First we will start with 4 words with 1 syllable (mice bake cheese cakes), then we will have 4 words with 2 syllables (awesome hamster birthday party), then we will have 4 words with 3 syllables (chimpanzee volunteers inspecting chandeliers), then 4 words with 4 syllables (invisible alligators appreciate calculators), then 5 syllables (vegetarian hippopotamus evaluating potato salad). Each time we are clapping for words we will clap in a square- top right, top left, bottom right, bottom left. For example in mice bake cheese cakes, mice is top right, bake is top left, cheese is bottom right, and cakes is bottom left.
 - Whenever you hear “put it all together now” pretend like you are hugging the words (see video).

Weird Sounds (5-10 min)

- In this next song we make weird sounds!!! Can you make the sound of a car? A snake? These are sounds, or **sound effects**. **Sound effects** are when we imitate sounds of other things. We can practice making **sound effects** to enhance our enunciation skills, and work on our verbal fine motor skills!
 - These dance moves follow the video exactly, so please watch the video!
 - When you hear “We like” or “You like” or “They like” you will roll your hands. When you hear “To make weird sounds” you will point your fingers in circles around your ears.
 - “Let's make sounds together” will be the same as the above- rolling hands and circling ears.
 - When you hear “Let's make a sound like a _____” you will step touch with your hands on your hips.
 - When making the sound, you can do any motion you want!

Don't Read Like a Robot (5-10 min)

- This next song is about reading with **expression**. Reading with **expression** means that when you read, you change your voice to match the story or description. Your voice will have **inflection**. **Inflection** means that the pitch of your voice changes.
 - The content and moves in this song are harder than the previous ones. If your audience is at least 3-4 years old, do it!
 - You can choose to do the exact choreography in the video, but here is an alternative...
 - Each **verse** is four 8 counts. During the verse you can do the macarena twice! If you don't know how to do the macarena, educate yourself.

- After the verse is when a robot reads (like a robot). You can do the robot during this part!
- When you hear “flip a switch, and read it like this!” you will match the choreography in the video by having your arms go down and up, then bounce them.
- When you hear the singer repeat the same phrase with expression you can rock from side to side and snap. Repeat the phrase out loud after he says it!
- When you hear “read with expression” you can match the video by circling your arms clockwise in front of you, then raise the roof :) Repeat this 3 times.
- When you hear “don’t read like a robot” you can do the robot again.
- There are 4 verses to this song. Have fun!

Add on Concept Exploration (5 min)

- You can always repeat a song if the students really liked it, or want to practice again!
- Ask the students which song they liked best and why.
- Review the themes and vocabulary from the songs. All of these songs were about our **language**, meaning how we speak! Can someone remind me what a **greeting** is? How do we greet each other? Can someone remind me what **syllables** are? What about reading with **expression**?

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Social/affective: Listening, responding, taking turns and working cooperatively in a group.

Resources/Links

- <https://app.gonoodle.com/favorites>

Exhibit: Let's Dance!

Program: Move & Groove Sing Along

Age: 2-8

Time: 10:30 - 11:15 pm & 3:30 - 4:15 pm

Move & Groove with *Coordination*

Narrative: This lesson is connected to dance and sing along educational videos presented by GoNoodle. All of these videos can be found at GoNoodle.com. In this lesson, students will learn dance moves and dance to songs while enhancing their coordination skills.

Objectives:

Students will...

- Learn various dance and exercise concepts to increase coordination
- Imitate and memorize dance movements
- Perform dances to songs as a form of exercise
- Review dance and exercise concepts to check for understanding

GoNoodle Videos

- *I Get Loose*
- *Push All the Buttons*
- *Shake Yo Foot*
- *It's Not Hard*

Username: LTorrence@cmom.org

Password: cmom123

* Each song should be under favorites

Materials

- Numbered dots
- GoNoodle video on mp3 player
- The memorized dance moves!
- Your voice! Sing along :) (it is move and groove sing along)
- Your hype

Vocabulary

Coordination- being able to move different parts of the body smoothly and efficiently

Practice- doing the same thing over and over to get better at it

Technique- the correct way to do a movement, being conscious of all of your body parts at once

Relevé- putting your weight on the balls of your feet and lifting your heels; on your tiptoes

Exercise- being active so that you can stay healthy

Rhythm- a strong, regular, repeated pattern of movement or sound.

Isolation- moving only one thing/body part

Stepping- a type of dance that focuses on rhythm and beats, and uses movements like stomping, hitting and clapping.

Procedure

Warmup (10 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Move & Groove Sing Along program.

- Invite visitors to sit on one of the number dots placed in 2 or 3 straight lines. You can change the orientation and size of your program using these dots. You can use them to count, or have kids identify different numbers.
- While waiting for others to join, have visitors stand on a particular dot. If they are old enough, you can say “plus two” or “minus three” to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let’s do this again counting down from 10 seconds. Repeat during the 10 seconds. Let’s do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let’s pretend we are butterflies. Let’s put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let’s reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let’s put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let’s crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- In this activity today we are going to Move & Groove while singing along. Who likes to dance? Can you show me some of your favorite dance moves? (Watch the students show their favorite dance move). Now let’s practice following the teacher. We are going to pretend that you are looking in a mirror and everything I do, you do as well. What must you do if I raise my hands... bend my knees... clap my hands? (Have the students practice following the teacher’s lead)
- If you want to introduce physical activity, turn on a song and have them do some jumping jacks to the beat, march in place, or clap your hands.
- IMPORTANT: Before going into each song, you must introduce the concept and vocabulary AND prepare them for the dance moves by showing some examples. Talk about what the song is about, and why they are doing it. This is when a lot of the learning takes place. Tell them what to expect during the song and show them some of the moves ahead of time. Practice sequencing.
- Get all your wiggles out! Have kids wiggle their bodies before starting each song.
- Have the students sit down to talk about the concept.

/ Get Loose (5-10 min) This song is great for kids younger kids, 2-4

- Today we are going to work on **coordination**. **Coordination** is being able to move different parts of the body smoothly and efficiently. Can anyone think of an activity that involves **coordination**? How about soccer or baseball? How about ballet? Juggling? **Coordination** takes **practice**. **Practice** means that you do the same thing over and over to get better at it. For example, a pitcher at a baseball game **practices** throwing many times before entering the game. When practicing, you have to be sure that you have good **technique**. In dance, **technique** is the correct way to do a movement, being conscious of all of your body parts at once. For example, when you jump in the air, usually it is good to have straight legs and pointed toes!
- This song focuses on the **coordination** of your feet. Everyone point to your feet. Your feet have different parts, including the ball of your foot and your heel. When we put all of our weight on the ball of our foot and raise our heels, that is called **relevé**. When dancers go on their “tiptoes” they are on **relevé**. We will be practicing our **relevé** during this dance.
 - These dance moves are from the video, so watch it!

- When you hear “I get loose, I get funky” you will slightly bend your knees and wiggle them in and out with your arms extended like an airplane, tilting from left to right.
- When you hear “I get down” you’ll get even lower.
- When you hear “It’s all about your feet” point to your feet.
- The first time you will hear them singing about your “tippy toes” so practice your revelé! You can go up and down, walk in place etc.
- The second time you will hear them say “click your heels.” You should do the same.
- The third time you will hear “just slide.” Here you will slide to the left and right with your arms extending into a diagonal. The direction you’re moving is the higher arm.

Push All the Buttons (5-10 min)

- This song is an **exercise** song! What is **exercise**? **Exercise** is being active so that you can stay healthy! When we **exercise**, we make our heart go faster to have a healthy heart and body. This song will surely get your heart rate up.
 - This dance is taken directly from the video, so watch it!
 - You’ll start out by touching your feet out and in from your body, alternating left to right. The foot you touch outward is also the same arm you punch forward.
 - Chorus
 - When you hear “We’re going up up up to the top top top” you will turn towards your right and push your arms in and out from bottom to top. When it says “we’re going down down down to the ground ground ground” you’ll do the same thing on the left side from top to bottom.
 - You’ll repeat the right and left side when they say “we’re going all the all the way to the top top top, we’re going down down down to the ground ground ground.”
 - When you hear “everybody yell oh yeah (oh yeah)” multiple times you will be jumping and fist bumping.
 - On “push all the buttons” push your hands forward twice.
 - Repeat the jumping and fist bumping for “everybody yell okay”
 - Verse
 - Jump and twist your arms around your chest from left to right.
 - It will then say “when _____ walk in we’re gonna push all the buttons.” Here you will step touch slowly. Your arms with fists to the ground when stepping, and arms bent toward your face when stepping together.
 - Repeat chorus and verses.

The Ball Is In Your Court (5-10 min)

- The song has some more advanced dance moves, but it’s really fun! It is not only good for coordination, but it talks about being the “master of your own reality because the ball is in your court.” It’s quite motivational.
 - Intro: rock back and forth
 - Chorus
 - During “Yo this is your reality, you’re the master of the sport, you can change your whole mentality, the ball is in your court. You can run the game, it doesn’t matter if you’re tall or short, Ace is your middle name, the ball is in your court.” you will consistently take 2 steps forward and 2 steps back. Have both arms with fists facing down. With each step forward bend your arms twice. When stepping back push forward—one per step. (See video)
 - When it repeats “the ball is in your court” pretend to be hitting tennis balls with a tennis racket. When they say it the last time, point at someone else.
 - Verse
 - During each verse, you can choose to follow the dance moves, but they get pretty hard and also change each verse.

- Alternative: Grape vine (cross one foot over the other sideways to step) 7 steps to your right and clap. Grape vine 7 steps to your left and clap. Do this twice.
- The song will say “there’s not a single situation when you don’t have a choice” (wise words). It will then say “use your mind, use your body, use your muscles, use your voice” you can point to your head, cross your arms for “body,” show your muscles, and bring your hands to your mouth for voice.
- The third verse is a good freestyle verse if you’re into it.

It’s Not Hard (5-10 min)

- This song is less than a minute! It’s really touches on **coordination**, **rhythm** and **isolation**. Remember, **coordination** is being able to move different parts of the body smoothly and efficiently. This song takes **coordination**! We often call this type of dance **Stepping**. **Stepping** is a type of dance that focuses on **rhythm** and beats, and uses movements like stomping, hitting and clapping. In this song, we will be clapping, hitting and stomping. When **stepping**, there is **rhythm** involved. **Rhythm** is a strong, regular, repeated pattern of movement or sound. We will definitely learn **rhythm** in this song. There are 8 counts each phrase. **Isolation** is moving only one thing/body part. During each phrase, we will isolate different body parts, including our arms, legs, and hands.
 - This dance is taken directly from the video. Watch it.
 - Note: This dance is hard! It is a great add-on for older kids.
 - Alteration: You can do the entire thing in half time. That means instead of hitting something 8 times, you will hit it 4.

Add on Concept Exploration (5 min)

- You can always repeat a song if the students really liked it, or want to **practice** again!
- Ask the students which song they liked best and why.
- Review the themes and vocabulary from the songs. All of these songs were about enhancing our **coordination**. What is **coordination**? What dance moves required **coordination**? What other dance moves did we learn?

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.

Resources/Links

- <https://app.gonoodle.com/favorites>

Exhibit: Let's Dance!

Program: Move & Groove Sing Along

Age: 2-8

Time: 10:30 - 11:15 pm & 3:30 - 4:15 pm

Move & Groove with STEAM

Narrative: This lesson is connected to dance and sing along educational videos presented by GoNoodle. All of these videos can be found at GoNoodle.com. In this lesson, students will learn dance moves and dance to songs while enhancing their STEAM knowledge.

Objectives:

Students will...

- Understand what a pattern is, and create patterns using body language and counting
- Practice counting by identifying moves for each 10 numbers
- Learn about the water cycle and its parts
- Learn about vertebrates vs invertebrates

GoNoodle Videos

- *Banana Banana Meatball*
- *Count to 100*
- *Water Cycle*
- *Yo They Got a Backbone*

Username: LTorrence@cmom.org

Password: cmom123

* Each song should be under favorites

Materials

- Numbered dots
- GoNoodle video on mp3 player
- The memorized dance moves!
- Your voice! Sing along :) (it is move and groove sing along)
- Your hype

Vocabulary

Pattern- repeated sequences or phrases; images, numbers and words can repeat to become a pattern

Sequence- a short phrase of images, words, numbers etc. A sequence can also be a set of instructions.

Counting- saying numbers one at a time in order

Water Cycle- the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration.

Backbone- the series of vertebrae/bones extending from the skull to the pelvis; the spine.

Vertebrate- an animal of a large group distinguished by the possession of a backbone or spinal column, including mammals, birds, reptiles, amphibians, and fishes.

Invertebrate- an animal lacking a backbone, such as an arthropod, mollusk, annelid, coelenterate, etc. The invertebrates constitute an artificial division of the animal kingdom, comprising 95 percent of animal species.

Procedure

Warmup (10 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Move & Groove Sing Along program.
- Invite visitors to sit on one of the number dots placed in 2 or 3 straight lines. You can change the orientation and size of your program using these dots. You can use them to count, or have kids identify different numbers.
- While waiting for others to join, have visitors stand on a particular dot. If they are old enough, you can say “plus two” or “minus three” to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let's do this again counting down from 10 seconds. Repeat during the 10 seconds. Let's do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let's pretend we are butterflies. Let's put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let's reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let's put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let's crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- In this activity today we are going to Move & Groove while singing along. Who likes to dance? Can you show me some of your favorite dance moves? (Watch the students show their favorite dance move). Now let's practice following the teacher. We are going to pretend that you are looking in a mirror and everything I do, you do as well. What must you do if I raise my hands... bend my knees... clap my hands? (Have the students practice following the teacher's lead)
- If you want to introduce physical activity, turn on a song and have them do some jumping jacks to the beat, march in place, or clap your hands.
- IMPORTANT: Before going into each song, you must introduce the concept and vocabulary AND prepare them for the dance moves by showing some examples. Talk about what the song is about, and why they are doing it. This is when a lot of the learning takes place. Tell them what to expect during the song and show them some of the moves ahead of time. Practice sequencing.
- Get all your wiggles out! Have kids wiggle their bodies before starting each song.
- Have the students sit down to talk about the concept.

Banana Banana Meatball (5-10 min)

- This song is very catchy. It's about patterns! Do you know what a pattern is? **Patterns** are repeating **sequences**. For example, if I said triangle triangle square is the sequence, then the pattern is triangle triangle square, triangle triangle square. This would repeat over and over because patterns repeat. What is the pattern if I said the sequence is 123? Red yellow blue? We can practice patterns with our number dots! (You can place them in number order and there will be a repeating color pattern). Patterns are great to learn **counting**. Counting is saying numbers one at a time in order. For example, when we say our patterns during this song, we can count the beats in the song too. You will hear “Banana Banana Meatball.” During this you can also count 1, 2, 3, 4.
 - This dance is taken directly from the video. Watch it! If you want to simplify moves, you can use just your arms instead of arms and feet.
 - Verse

- You will hear this first when they start talking about different patterns.
- Jump to the right and left. When you jump to the right your right arm will go up to snap, then pause and your right arms goes straight out to snap. Do the same thing on the left. You will jump back and forth 8 times.
- There will be a short pause to pretend to be a DJ.
- Chorus
 - You'll hear "Let's make a pattern, make a patten, let's make a pattern, alright..." twice. When you hear this you will step touch, with the foot you touch going behind your other foot. On the step your arms snap up, on the touch your arms snap down.
 - First pattern is **Banana Banana Meatball**. For this you will do a right muscle arm, left muscle arm, and roll your hands in fists around each other on "meatball."
 - Second pattern is **Nod Clap Shake Yo Hips**. You will do exactly this.
 - Third pattern is **Loud Loud Quiet Quiet**. On loud you will wave your hands in the air, on quiet you will crouch and whisper.
- There is another verse after these 3 patterns. Then a short freestyle moment (you'll see it :))
 - Last pattern is **Elbow Stomach Stomach Elbow**. For this you will touch your right elbow, stomach with right hand, stomach with left hand, and left elbow. Then go backwards: left elbow, stomach with left hand, stomach with right hand, right elbow. Repeat.
 - They will prompt you to jump at the end!
- Ask about the patterns they did in the dance after. Ask kids to demonstrate.

Count to 100 (5-10 min)

- What does it mean to **count**? **Counting** means saying numbers one at a time in order. Who here knows how to **count** numbers? How far can you **count**? Today we are going to practice **counting** by doing different dance moves for every 10 numbers. We will make it all the way to 100, you just have to follow along!
 - We will have a different move for every
 - When you hear "**One hundred eyeballs in a jar**" put your hands around your eyeballs. When you hear "**One hundred pickles on top of my car**" put your hands in the air.
 - It will say "**Now let's all count to one hundred.**" Say this together.
 - 1-10 clap for each number
 - 10-20 lap slap for each number
 - 20-30 stomp your feet for each number
 - 30-40 bend your knees/bounce for each number
 - 40-50 hop on one foot
 - 50-60 hop on the other foot
 - 60-70 jump for each number
 - 80-90 reach to the sky
 - 90-100 clap above your head

Water Cycle (5-10 min)

- In this video we are going to learn about the **water cycle**! The **water cycle** is the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration. In this video, you will hear the words precipitation, accumulation, evaporation, transpiration, and condensation. These are all big words, but let's see if we know what they are by the end of the song.
- Part 1 (simple version of video)
 - During "**Water water water water water cycle,**" you will have one arm make a wave in front of you.
 - During "**Round and round and round goes the water cycle,**" you will roll your hands in fists around each other in front of you.
 - Repeat "**Water water water water water cycle,**" (have one arm make a wave in front of you).
 - During "**Come on y'all get down with the water cycle**" you'll fold/cross your arms
- Part 2 (exactly like video)

- **Precipitation, water falls down:** Have your hands reach above you and slowly come down with your fingers moving to imitate water
- **Accumulation, water gathers all around:** Hands in fists make circles straight out in front of you.
- **Evaporation, water rises from the ground:** Raise the roof.
- **Transpiration, plants sweat their water out:** Arms reach down and up in a low V and high V
- **Condensation, water turns into a cloud:** Raise the roof and bring arms up to a cloud above your head.
- **When the cloud gets heavy the water cycle just keeps going round:** Make your cloud heavy and fall down.

Yo They Got a Backbone (5-10 min)

- Does anyone know where their **backbone** is? If so, point to it. Your **backbone** is the series of vertebrae/bones extending from the skull to the pelvis. It's also known as the spine! Since you have a backbone, you are considered a **vertebrate**. Let's say that together. If you were a part of a species that did not have a backbone, you would be called an **invertebrate**. Let's learn more about this in this song!
- Chorus
 - During "Vertebrates have a backbone that's a fact but invertebrates don't get down like that" you will shake your shoulders back and forth and lean back.
 - During Humans are vertebrates your momma would agree, I have a backbone it's in my back can you see" you will use your thumbs to point to yourself, spin around, and then point to your back.
 - During Get your back straight I'm droppin knowledge like it's hot, vertebrates have backbones invertebrates do not" (x2) with your arms up you will shake your hands in fists side to side next to your head, then put your hands on your hips and shake your head yes for vertebrates and no for invertebrates.
- Verses 1 & 2
 - For the first two 8 counts of the verses, step touch and clap.
 - When they are listing animals, you will reach your arms up and out twice each way (like in the video), and then do the shakey fist hands that you did earlier for 4 counts. Repeat this until they are done.
 - After the 2nd verse it only repeats the third part of the chorus (Get your back straight..)
- Verse 3
 - Throw your hands up when they list an animal that has a backbone and then nod your head yes when they say "Yo they got a backbone."
 - Point your fingers down when they list an animal that does not have a backbone and then shake your head no when they say "No they definitely don't."
 - These alternate back and forth.

Add on Concept Exploration (15 min)

- You can always repeat a song if the students really liked it, or want to **practice** again!
- Ask the students which song they liked best and why.
- Review the themes and vocabulary from the songs. All of these songs helped us learn math, science, or art skills. What math skills did we learn? What science skills did we learn? What is the water cycle? What is a vertebrate? What is a **pattern**? What dance moves did we do when showing our pattern?

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Social/affective: Listening, responding, taking turns and working cooperatively in a group.
- Cognitive: Recognizing, recalling, identifying, differentiating, and sequencing movements.
- Metacognitive: Reflecting on their own and classmates' dancing.

Resources/Links

- <https://app.gonoodle.com/favorites>

Exhibit: Let's Dance!

Program: Take the Stage

Age: 3-8

Time: 11:30 am - 12:15 pm

Take the Stage

Games

Narrative: This lesson plan utilizes props in our *Let's Dance* exhibit. Focusing on props will assist visitors in exploration of the body and space. These props specifically are to be used for games. Games can promote exercise, quick thinking, group engagement, social skills and more.

Objectives:

Students will...

- Enact various movements, commands or tasks from the instructions given by the game
- Practice strength, coordination, balance and motor planning through the assigned movements
- Work on sequencing, memorizing, mirroring and speed depending on which game is played
- Engage in a group dynamic to promote social skills

Materials

- Move Your Body! Fun Cards
- Alphabet Beanbags
- Alphabet picture board
- Ring Toss
- Parachute
- Inflatable world/ Beach balls
- Obstacle course: pool noodles, foam shapes, tunnels, stepping stones, cones, hula hoops etc.

Vocabulary

Prop- an object used in performances, like when acting or dancing

Game- a form of play, sport, or learning, especially a competitive one played according to rules and decided by skill, strength, or luck.

Teamwork- the combined action of a group of people, especially when effective and efficient; working together

Exercise- activity requiring physical effort, carried out especially to sustain or improve health and fitness.

Coordination- being able to move different parts of the body smoothly and efficiently

Balance- an even distribution of weight enabling someone or something to remain upright and steady.

Simile- comparing one thing to something else by saying "like" or "as"

Obstacle- a challenge or physical object that is to be overcome

Procedure

Warmup (15 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Take the Stage program.
- Invite visitors to sit on one of the number dots placed in a circle. You can use these to count, or have kids identify different numbers.
- While waiting for others to join, have visitor put their legs in the center of the circle. If they are old enough, you can say "plus two" or "minus three" to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games below.

- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let's do this again counting down from 10 seconds. Repeat during the 10 seconds. Let's do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let's pretend we are butterflies. Let's put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let's reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let's put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let's crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- Do a few cardio activities to warm up. Put on a song and do 8 jumping jacks towards each wall, butt kicks, knee highs, mountain climbers, burpees etc.
- In this activity today we are going to Take the Stage by using different **props**! Does anyone know what a **prop** is? A **prop** is an object used in performances, like when acting, dancing or playing music! What are some examples of **props**? How do performers use **props**?
- Today we will use **props** to play **games**! What is a **game**? What are examples of **games**? **Games** require **teamwork**, this means we have to work together!
- During our **games** we will be **exercising**. This means we will be active to raise our heart rate so that we can be healthy!

Games: Choose several activities to fill your 45 minute class period.

Move Your Body! Fun Cards- This deck has 58 different motor activity cards to improve children's strength, **balance**, **coordination**, and motor planning. Pull out particular cards/skills you are working on or use one of the **game** ideas for variety. All of the cards use **similes** for explanation. A **simile** is comparing one thing to something else by saying "like" or "as."

1. *Activity Train-* Deal one or two cards facedown to each child. Have the first child turn his/her card over and then have all the children perform the motor skill/activity. Next, have the second child turn a card over. Instruct the group to perform the new activity followed by the first activity. Continue to add a card to the sequence train until the group is unsuccessful.
2. *How Many Can You Do?-* Lay three to five cards out face up in front of the children. Have each child attempt the motor activities on the cards. Each child gets a point for each activity performed correctly. The child with the most points wins.
3. *Mirror, Mirror-* Deal three to five cards to each child. Pair each child with a partner. Have one child in each pair perform the activity shown on one of his/her cards. Instruct the partner to mirror the activity. Give each pair of children a point for each activity performed correctly. The pair with the most points wins.
4. *Time Trial-* Lay the cards facedown in front of the children. Have each child draw one card at a time and see how many activities he or she can perform in two minutes. Reduce the time allowed to one minute to increase the challenge. The child who performs the most skills wins.

Alphabet Beanbags- These are a fun, active way to encourage young learners' beginning reading skills, from alphabet identification to sound/symbol recognition.

1. *Toss and Say-* Divide children in to pairs or small groups. Give each team a pile of beanbags. Depending on the age and ability of your students, have children stand from three to six (or more) feet from one another. Have the children take turns tossing the beanbags to one another, identifying the letter on each toss.
2. *Toss and Say (large group)-* Have children toss and say the beanbags in alphabetical order.

3. *Alphabetical Beanbags*- Place the beanbags on the ground in alphabetical order, leaving spaces for some "missing" letters. For example, set out A, B, C, F, G, I, and so on. Have children choose the missing letters and toss them into the correct position in the alphabet.
4. *Alphabet Relay Race*- Divide the beanbags into two equal piles, one for the letters A-M and one for the letters N-Z. Place the beanbags in two large shoeboxes or other containers at the start of the race. Place two empty containers at the end of the race. Divide your class into two teams. Have the first child in each team find the beanbag with the team's assign first letter on it (A or N). As soon as the child finds the letter, have him or her **balance** it on the head, hand, or shoulder, or other chosen body part, walk quickly to the empty container, deposit the beanbag in the correct order, and run back to the starting point. The next child find the next letter in the alphabet, **balances** it, races to the container, and so on. The winning team is the one that finishes first, with the letters in the correct order.
5. *"A" is for Animal Antics*- Without looking, a child chooses a beanbag from a container. The child then thinks of an animal whose name begins with that letter sound, places the beanbag on a part of his or her body, and moves like that animal, while balancing the beanbag. For example, a child might sway like an elephant for the letter e, or swim like a fish for the letter f.
6. *Alpha Picture Toss*- Use the giant alphabet game board with 26 sections and pictures. Have children take turns tossing the beanbags onto the pictures that begin with the matching letter sound.
7. *Toss and Spell*- Give children large index cards with simple three and four letter words (such as cat, dog, cake, frog) printed on one side. Have children illustrate the words on the other side. Mix up the deck of cards. Children take turns choosing a card and then throwing the beanbags that spell the word for the picture into a large laundry basket, calling out the letters as they go into the basket. Children who need extra help can use the back of the cards, with the words printed on them, for assistance.
8. *Beanbag Phonics Fun*- Mark a "word circle" (hula hoop) for children to toss the beanbags inside. Begin by tossing a word family, such as an, in the circle. Have children take turns tossing an additional letter into the circle to create a new word, calling out the letter and the word as they toss the additional letter; for example, "P, pan."
Variation: Place a beginning consonant and an ending consonant into the circle, such as p and t. Have children take turns identifying and tossing in vowels to create simple c-v-c words; for example, u or a to make put and pat.

Ring Toss- This **game** will help with hand-eye **coordination**, color identification, speed.

1. *How far can you throw?*- Have children circle around the ring toss, each with a ring in their hand. Start out by having your toes as close to the ring toss, and toss the ring. Take one step back and try again. Keep doing this to see how far you can throw. If you miss, take one step forward. Repeat. The teacher must retrieve the rings for the kids so the kids can stay in the same spot!
2. *Color toss*- Have the children circle around the ring toss, each with a different set of colors. Call out a color so the person holding that color tosses. Each time they get their ring on the ring toss, they get a point. If they toss and their color wasn't called, they lose a point.
3. *Shuttle run*- Have kids line up 2 by 2 with the rings divided in 2 piles. 2 at a time, kids will race to put all of their rings on the ring toss, running back and forth with one ring at a time. Winners of each race will get back in line to compete with each other until there is a winner!

Parachute- focus on the game oriented ones*

1. *Popcorn*- Place a number of beanbags, small balls, or cotton balls onto the parachute. Shake to make them pop up like "popcorn".
2. **Ball Roll*- Have the children try to roll the balls into the hole in the middle of the parachute. (Or have children try to keep the balls from going into the hole in the center.)
3. *Making Waves*- Children can make small, medium, or large movements to make various types of "waves." You can incorporate a story about a ship on the sea, weather, etc. &/or use your voice as a tool to emphasize directives.
4. *Merry-Go-Round*- Children turn their bodies sideways and hold the chute with one hand. They then walk around in a circle, making a "Merry-Go-Round." For variety, children can hop, skip, jump, etc. You can stop music as a cue to reverse and go the other direction.
5. **Poison Snakes*- Place three or four jump ropes onto the chute. Shake the parachute to keep the snakes from "biting" (touching) you.

6. **Parachute Tag*: Lift the parachute high into the air. Call out two children's names. They must trade empty spots by running under the chute, before it comes down on them.
7. *Mushroom*- Standing, lift the parachute waist height. Count to three - with "one" and "two" being small practice lifts. On three, all lift the chute overhead, and crouch down pulling the parachute edges down as well. This creates what looks like a "mushroom."
8. *The Wave*- Children put their hands up, one after another, in order – creating a synchronized "wave" like in the stands at a baseball game.
9. **Rollerball*- Try to keep a ball rolling only along the outer edge of the parachute around the circle. As it comes toward you, cooperatively lower your edge. Just past you, raise it.
10. **All Change*- The Teacher calls out birthday months, pre-assigned numbers, colors, etc, and those children swap places under the chute before it falls, and run to an empty space.
11. *See-Saw Pull*- From a sitting position, have children pull the parachute back and forth in a cooperative see-saw motion.
12. **Shoe Shuffle*- Count off. All of a selected number take off one shoe and throw it in the middle. On the count of three, raise the chute, and the designated children have to run under and find their shoe before the chute comes down.
13. **Bouncing Balls*- Have one or two children under the chute trying to hit the balls as they touch the surface, knocking them off the parachute (from underneath.)
14. *Flying Saucer*. All take one step forward upon lifting the chute in the air. Upon command, all let go, and watch as it slowly floats.
15. **Ball in the Bucket*- Break into two or more "teams." Each team will have a different colored ball (or balls.) They will try to keep their color ball from going into the middle circle, while trying to get the other teams' color of ball(s) into the hole.
16. *Turtle*- The parachute becomes a giant turtle shell with everyone underneath it on hands and knees. Everyone must cooperate and work together to get the turtle to move about.
17. **Beach Ball Fun*- Use a beach ball, moving it with waves, around on the parachute.
18. **Parachute Volleyball*- Split into two sides of the parachute. One side tries to knock the ball off of the other side (half of chute), right past the other "team."
19. *The Canopy*- Squat down with parachute flat on the ground. On the count of three, stand up and stretch arms above head, creating a canopy.
20. **Parachute Tag*- Lift the parachute high overhead. Call one child's name and have her run (skip, hop, twirl or crawl) to the other side before the parachute comes down and tags her.
21. **Parachute Run*- Have the children take turns running on the parachute as it lies on the ground, while the other children make waves. See how long the children can manoeuvre on the waves before falling down. The length of turns can be determined by songs that the children choose to sing (i.e. everyone's turn lasts the length of one song).

Inflatable World/Beach Ball

1. *Where in the World?*- Begin by showing the inflatable world ball to the visitors. Talk about how the world is round, and gravity holds us down to our earth. What does the blue represent? Did you know the world is 71% water? Most of this water is in the ocean. Have you ever been to an ocean? What other kinds of bodies of water are there? Do you see them on the world? Point to where we currently are. Talk about our city, state, country, continent. Where are we in relation to China? Australia? Antarctica? What is our temperature compared to these places? What languages are shared in these places? Pass the globe around and have each child pick a new location. Using an iPad, google image search that location and share any knowledge you have or can find about it.
2. *Beach Ball Boogie*- Beach Ball, 2 baskets or boxes for goals. Teams try to score goals by passing the ball to a teammate without it touching the ground. Place a basket or box on each side of the playing field – these are the goals. Teams pass the beachball to each other, no running while passing, down the court and try to score a goal in the opposite teams basket. If the ball hits the ground then it becomes the other teams ball.
3. *Beach Ball Hockey*- Beach ball, full or 1/2 pool noodles, 2 baskets for goals. Divide the players into 2 teams and set up goals at opposite ends of the playing field. Players use only their noodles to try to hit the ball into the other team's goal. 1 point for each score. Play to 21 points.

4. *Beach Ball Relays*- Beach Ball relay races are a lot of fun. Here are a few which all use a beach ball. For all of the relay style games below divide players into 2 equal teams. Players run, one at a time, from the start line with their team to the turnaround point (set up an orange cone or chair to mark it for both teams) and then back to their team. Then the next player takes a turn and so on until all players on the team have completed the course. Pick and choose your favorite relays or mix and match them for a long crazy relay!

Teams race with:

- A beach ball between their knees
 - A beach ball pushed only by 1/2 a pool noodle
 - 3 beach balls pushed at the same time with 1/2 a pool noodle
 - Rolling over a beach ball using only your stomach
 - 2 team members race together with a beach ball between their heads
 - 2 team members race together with a beach ball between their backs
 - 2 team members race together with a beach ball between their sides
 - 3 team members each holding a pool noodle have to keep the ball off the ground by holding it at 3 sides.
5. *Crazy Ball*- Beach Ball, Permanent Marker. Write funny things to do on the ball and players stand in a circle and toss the ball back and forth. When someone catches the ball they must do the crazy activity that their left thumb lands on. Before they start they pass the ball. They have to continue with their crazy activity until someone passes them the ball again. You can also do this same activity with questions or favorites.
6. *Hula Hoop Catch*- Hula Hoops, beach balls. Divide players into teams of 2. One player in the team holds a hula hoop while the other player throws a beach ball and tries to make it through the hula hoop of their teammate. Start pairs of players fairly close together (10 feet) and move back one step for each cycle. Players switch off holding the hula hoop or throwing the ball each turn. If the ball touches the ground before it goes through the hoop the team is out. The hula hoop holder can move the hoop to try to "catch" the ball, but can't move their feet forward or backward.
7. *Hula Hoop Targets*- Beach balls, hula hoops, string. Tie the string to the hula hoops and hang in different heights from tree branches. Assign a point value to each hula hoop (10, 15, 20, etc.). Players stand at a throwing line and try to throw 3 or more beach balls through the hula hoops. For a challenge after each round move the throwing line back a foot and play until no one can make a ball go through a target.
8. *Juggle Beach Ball Circle*- Beach Balls. Players sit or stand in a circle and one player is given the first beach ball. The player calls another players name and throws that player the ball. Play a few rounds so everyone is familiar with the game. Then introduce another beach ball to the circle so that two players are calling a name and throwing their ball at the same time. After a few more rounds add another beach ball, and then another and another. See how many balls the circle can have going at one time without dropping them!
9. *Over the Head*- Beach balls. Have teams make a line with a few feet in between each player and all face the same way. Have players pass the beach ball over their heads behind them to the next player. Variation: Have players reverse direction and pass over the head and then the next player has to pass between their legs - alternate all the way down the line.
10. *Scatter Beach Ball Game*- Beach Ball. Played similar to Dodgeball, but there are no teams and no one is eliminated. In a large playing area players all stand close the center. The ball is thrown into the air over the players. The first player to grab the ball can take three steps in any direction and has five seconds to throw the ball. The player with the ball can throw it into the air again or try to tag another player. If a player is tagged they have to sit down. To get back into the game the players that are sitting down or "out" can grab a ball if it is thrown near them and tag another standing player. Great for all ages.
11. *Thunder Ball*- Beach balls. Kids throw a beach ball in the air and clap their hands as many times as they can before they catch it. Take turns or have a beach ball for everyone to play at the same time.

Obstacle Course- This program can use any **prop** or object, including pool noodles, foam shapes, tunnels, stepping stones, and cones. Design your own course using these objects. You can make this a team activity, or race. If you work on going fast, you will bring up your heart rate and therefore **exercise**! Work on the following:

- Jumping over objects
- Bending/squatting
- Picking things up and putting them down
- Crawling through or around objects

5. Bear crawl/Crab walk
6. Stretching: touch toes, stretch sideways etc.
7. Running from one place to another.
8. Cardio elements (push-ups, jumping jacks, mountain climbers etc.)
9. Teamwork
10. Timing!

Add on Concept Exploration

- Make your own **game** with the visitors using any **prop**!

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Social/affective: Listening, responding, taking turns and working cooperatively in a group.
- Cognitive: Recognizing, recalling, identifying, differentiating, and sequencing movements.
- Aesthetic: Choosing and expressing preference for dance movements.
- Metacognitive: Reflecting on their own and classmates' dancing.

Resources/Links

- <https://birthdaypartyideas4kids.com/beach-ball-games.html>
- <http://www.playparachutes.com/pagaac.html>
- <https://serc.carleton.edu/introgeo/games/whygames.html>

Exhibit: Let's Dance!

Program: Take the Stage

Age: 1-8

Time: 11:30 am - 12:15 pm

Take the Stage

Movement

Narrative: This lesson plan utilizes props in our *Let's Dance* exhibit. Focusing on props will assist visitors in exploration of the body and space. These props specifically are to be used for movement. Movement can promote exercise, body awareness, flexibility, coordination, expression and more.

Objectives:

Students will...

- Enact various poses, stretches or motions from the instructions given by the movement activity
- Practice strength, coordination, balance, flexibility, and motor planning through the assigned movements
- Work on sequencing, memorizing, mirroring and speed depending on which movement activity is played
- Engage in a group dynamic to promote social skills

Materials

- Move Your Body! Fun Deck
- Parachute
- Yoga mats
- Scarves and ribbons
- Ribbon and scarf cards
- Hula hoops
- Jump ropes
- Hands and feet markers
- Number dots

Vocabulary

Prop- an object used in performances, like when acting or dancing

Movement- when your body moves in an intentional way

Dance- multiple movements put together one after the other

Choreography- dance moves you create and put together one after the other

Exercise- activity requiring physical effort, carried out especially to sustain or improve health and fitness.

Simile- comparing one thing to something else by saying "like" or "as"

Coordination- being able to move different parts of the body smoothly and efficiently

Balance- an even distribution of weight enabling someone or something to remain upright and steady.

Movement Actions

- | | |
|-----------|----------|
| • Roll | • Chew |
| • Hop | • Kick |
| • Walk | • Walk |
| • Slither | • Jump |
| • Stand | • Shake |
| • Wiggle | • Spin |
| • Touch | • March |
| • Hug | • Freeze |
| • Stretch | • Flap |
| • Crawl | • Clap |

- Turn

- Skip

Procedure

Warmup (15 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Take the Stage program.
- Invite visitors to sit on one of the number dots placed in a circle. You can use these to count, or have kids identify different numbers.
- While waiting for others to join, have visitor put their legs in the center of the circle. If they are old enough, you can say “plus two” or “minus three” to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let’s do this again counting down from 10 seconds. Repeat during the 10 seconds. Let’s do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let’s pretend we are butterflies. Let’s put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let’s reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let’s put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let’s crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- Do a few cardio activities to warm up. Put on a song and do 8 jumping jacks towards each wall, butt kicks, knee highs, mountain climbers, burpees etc.
- In this activity today we are going to Take the Stage by using different **props**! Does anyone know what a **prop** is? A **prop** is an object used in performances, like when acting, dancing or playing music! What are some examples of **props**? How do performers use **props**?
- Today we will use **props** to explore **movement**! What is a **movement**? Can you show me a move? **Movements** can be put together to create a **dance**! Do you know any dances? When creating a dance, you can also call this **choreography**. **Choreography** are the specific moves you plan, as a choreographer.
- During our games we will be **exercising**. This means we will be active to raise our heart rate so that we can be healthy!

Movement Activities: Choose several activities to fill your 45 minute class period.

Move Your Body! Fun Cards- This deck has 58 different motor activity cards to improve children’s strength, **balance**, **coordination**, and motor planning. Pull out particular cards/skills you are working on or use one of the game ideas for variety. All of the cards use **similes** for explanation. A **simile** is comparing one thing to something else by saying “like” or “as.”

1. *Activity Train-* Deal one or two cards facedown to each child. Have the first child turn his/her card over and then have all the children perform the motor skill/activity. Next, have the second child turn a card over. Instruct the group to perform the new activity followed by the first activity. Continue to add a card to the sequence train until the group is unsuccessful.

2. *How Many Can You Do?*- Lay three to five cards out face up in front of the children. Have each child attempt the motor activities on the cards. Each child gets a point for each activity performed correctly. The child with the most points wins.
3. *Mirror, Mirror*- Deal three to five cards to each child. Pair each child with a partner. Have one child in each pair perform the activity shown on one of his/her cards. Instruct the partner to mirror the activity. Give each pair of children a point for each activity performed correctly. The pair with the most points wins.
4. *Time Trial*- Lay the cards facedown in front of the children. Have each child draw one card at a time and see how many activities he or she can perform in two minutes. Reduce the time allowed to one minute to increase the challenge. The child who performs the most skills wins.

Parachute- focus on the **movement** oriented activities

1. *Popcorn*- Place a number of beanbags, small balls, or cottonballs onto the parachute. Shake to make them pop up like "popcorn."
2. *Ball Roll*- Have the children try to roll the balls into the hole in the middle of the parachute. (Or have children try to keep the balls from going into the hole in the center.)
3. **Making Waves*- Children can make small, medium, or large **movements** to make various types of "waves." You can incorporate a story about a ship on the sea, weather, etc. &/or use your voice as a tool to emphasize directives.
4. **Merry-Go-Round*- Children turn their bodies sideways and hold the chute with one hand. They then walk around in a circle, making a "Merry-Go-Round." For variety, children can hop, skip, jump, etc. You can stop music as a cue to reverse and go the other direction.
5. *Poison Snakes*- Place three or four jump ropes onto the chute. Shake the parachute to keep the snakes from "biting" (touching) you.
6. **Parachute Tag*: Lift the parachute high into the air. Call out two children's names. They must trade empty spots by running under the chute, before it comes down on them.
7. **Mushroom*- Standing, lift the parachute waist height. Count to three - with "one" and "two" being small practice lifts. On three, all lift the chute overhead, and crouch down pulling the parachute edges down as well. This creates what looks like a "mushroom."
8. **The Wave*- Children put their hands up, one after another, in order – creating a synchronized "wave" like in the stands at a baseball game.
9. *Rollerball*- Try to keep a ball rolling only along the outer edge of the parachute around the circle. As it comes toward you, cooperatively lower your edge. Just past you, raise it.
10. **All Change*- The Teacher calls out birthday months, pre-assigned numbers, colors, etc, and those children swap places under the chute before it falls, and run to an empty space.
11. **See-Saw Pull*- From a sitting position, have children pull the parachute back and forth in a cooperative see-saw motion.
12. **Shoe Shuffle*- Count off. All of a selected number take off one shoe and throw it in the middle. On the count of three, raise the chute, and the designated children have to run under and find their shoe before the chute comes down.
13. *Bouncing Balls*- Have one or two children under the chute trying to hit the balls as they touch the surface, knocking them off the parachute (from underneath.)
14. **Flying Saucer*: All take one step forward upon lifting the chute in the air. Upon command, all let go, and watch as it slowly floats.
15. *Ball in the Bucket*- Break into two or more "teams." Each team will have a different colored ball (or balls.) They will try to keep their color ball from going into the middle circle, while trying to get the other teams' color of ball(s) into the hole.
16. **Turtle*- The parachute becomes a giant turtle shell with everyone underneath it on hands and knees. Everyone must cooperate and work together to get the turtle to move about.
17. *Beach Ball Fun*- Use a beach ball, moving it with waves, around on the parachute.
18. *Parachute Volleyball*- Split into two sides of the parachute. One side tries to knock the ball off of the other side (half of chute), right past the other "team."
19. **The Canopy*- Squat down with parachute flat on the ground. On the count of three, stand up and stretch arms above head, creating a canopy.

20. **Parachute Tag-* Lift the parachute high overhead. Call one child's name and have her run (skip, hop, twirl or crawl) to the other side before the parachute comes down and tags her.
21. *Parachute Run-* Have the children take turns running on the parachute as it lies on the ground, while the other children make waves. See how long the children can manoeuvre on the waves before falling down. The length of turns can be determined by songs that the children choose to sing (i.e. everyone's turn lasts the length of one song).

Yoga- Yoga poses stretch your muscles and increase your range of motion. With regular practice, they'll improve your flexibility. Even though yoga is not aerobic, some research finds it can be just as good as aerobic **exercise** for improving health. Use the yoga mats during these programs.

1. *Warm-up stretching-* Start in butterfly on your mat. Flap your wings and lean forward. Where are you flying to? Next put your feet in front of you and reach forward to grab your feet. Spread your legs a part into a straddle position. Reach toward your right leg, left leg, and center. Stretch your arms in front of your chest, over your head and behind your back. Tilt your head sideways, front and back, and roll it. Roll onto your belly and press your chest up for cobra. Rest back in child's pose. Try a plank. Gently roll up and to standing and touch your toes. Bring your body up with arms overhead for mountain. Bring your hands together to rest.
2. *Yoga cards-* Use these cards the same way you use the *Move Your Body! Fun Deck*. Have kids choose different poses to do. Work on memorizing poses, and having good technique.
3. *Zoo yoga-* Practice various poses that resemble animals>
4. *Freeze Dance Yoga Style-* Almost every child loves freeze dance. It's the game where children get to let loose, shake, twist, turn ,and dance to their favorite tunes and then without any notice, they have to stop their body or freeze when the music stops. There is something about anxiously waiting for the music to stop that brings excitement and laughter to children. *How to play:* You can do freeze dance yoga-style. Simply play a favorite song and have the



- children dance around. When the music stops, shout out the name of a yoga pose and the students will then have to freeze in that pose. This also tests their knowledge of poses. Be mindful that if you do a pose that is one-sided, you must have them repeat the pose on the other side. It's fun to see which moves faster, their minds or their bodies, as they think and try to jump into the pose. *What they learn:* The great part about freeze dance yoga-style is that it supports self-regulation and the ability to regulate and control their bodies.
5. *Yoga Race-* Don't worry, this game doesn't involve letting the kids run around the room. This is one race that doesn't involve running—instead, the students will walk. *How to play:* The teacher will start by standing at one end of the room and the students will stand on the opposite end. When the teacher turns their back, the students have to walk toward the teacher. When the teacher turns around, the teacher will shout out a pose and the students will have to stop where they are and quickly get into that pose. The person that reaches the teacher first, gets to lead the game. *What they learn:* This game supports children in their self-control. It teaches them to be able to resist the urge to run and to be able to stop at a moment's notice. It relies on the visual cue of the teacher in turning around and it teaches the kids to follow the instructions they're told.
6. *Yoga Challenge-* This can be done in many different ways. It's good to have a group that is familiar with a variety of yoga poses, or if not, first give a brief demonstration of a couple yoga poses to get them familiarized with different postures. *How to play:* You don't just say the name of a pose and have the students get into it. You can give them challenges that allow them to come up with a variety of poses. For example, you can say: "I challenge you to demonstrate a pose that requires you to stay **balanced**," or "I challenge you to think of a pose where both hands are on the ground." As you add more challenges, you can watch their creativity expand. After each challenge, you can try to sequence the poses together. *What they learn:* This game gets students to use their

memory to recall certain poses and to practice motor control. It creates better mind and body connections, as they become more thoughtful about their poses.

7. *Silly Train*- This one strikes the perfect **balance** of letting the kids be their fun, silly selves while still teaching them how to follow instructions. How to play: Have all of the students line up behind the teacher in one straight line. Make sure that there is about an inch or two of space between the students. The teacher, or whoever is leading the train, will pick a pose that everyone will eventually do. When the leader is ready to start, they will lead the train around the room. Passengers or people following will dance or move as silly as they can, while staying in line or staying on the train. However, once the leader turns around, everyone must instantly go into the previously mentioned pose. You can take turns by changing train leaders once they do one lap around the room. Tip: Have some music playing in the background for added fun. What they learn: This game supports children with their spatial orientation and helps their sense of direction and organization.

Scarves and Ribbons- Children will understand how **movement** has an effect on dancing **props**. Children will also develop an understanding of how **props** such as ribbons exaggerate **movement**.

1. *Ribbon effects*- How will your ribbon be affected when you change your **movement**? If you move fast, how does that affect your ribbon dancer? What if you move slow? How do your ribbons move when you shake it side to side, up and down? How can you show **movement** using ribbons? What kinds of dances use ribbons? Have you seen any? Make sure to show children how to move differently with the ribbons, if they are shaking it really fast, feel free to try and show them to slow down and dance calmly like ballet. Or if they don't want to hold the ribbon feel free to have them see if they want to try to hold the ribbon differently or if done with bracelets putting the ribbons on different parts of the body.
2. *Ribbons in culture*- Different types of dances that use Ribbons
 - a. Chinese Ribbons Dancing: This form of dancing originated in ancient china and uses sharp **movements** and long ribbons. This is choreographed precisely to form pictures and designs with the ribbons in the air.
 - b. Ribbon Poles: There are many examples of dances of ribbons around poles that are woven during the dance. In Yucatan dancers dance and weave and unweave the ribbons around the pole creating beautiful patterns to celebrate the vaqueros or cowboys.
 - c. Ballet: Many forms of ballet have ribbons in them, most common ribbons on sticks are used to exaggerate swirls and throws of the arms
 - d. Ribbon is a component of rhythmic gymnastics composed of a handle (called "stick"), a ribbon and attachment.
 - e. The maypole dance is a dance stemming from Britain, Germany, and Austria that incorporates wrapping ribbons around a pole.
3. *Ribbon train*- Have the visitors line up each with a ribbon. Select a leader. The leader will create **movement** for others to follow. Everyone will follow in a line while walking around the room. The leader will go to the back of the line and the next person in line will be the leader. Talk about which **movements** are easy for people to follow and which are hard. Explain how the train can see the leader's **movements** because of the ribbon.
4. *Ribbon and Scarf Cards*- Use these cards to show images and words that dictate how you should manipulate your ribbon. Use these cards like you do the *Move Your Body! Fun Cards*. Do the Activity Train, How Many can You Do?, Mirror Mirror, or Time Trial.
5. *Make a routine*- It is what it sounds like... help a group make a routine. Each child can come up with their own move. Put them all together. Pick out costumes, pick music, pick an emotion or intention.

Hula Hoops

1. *Start with the old standby*- Spinning the hoop around your waist for as long as you can (you can time your little one and even let them time you if that is something they would find fun). Once mastered, try getting multiple hoops going at once. Or try other body parts like spinning the hoop around your neck, arm, or leg. You can even try to get the hoop spinning around both you and your child at the same time. Skills developed: **coordination**, **balance**.
2. *Thread the hoop*- Pass the hoop from one hand over your head and down your body. This is a great way to work on **coordination** and mobility. For a more competitive edge, you can make this a race and if you have a lot of kids hanging around it could be a really fun relay race. Skills developed: coordination, mobility.
3. *Hoop obstacle course*- Set up several hula hoops in a variety of shapes or patterns. Kids can run from hoop to hoop or jump in/out of the hoops. Skills developed: running, jumping, **balance**.
4. *Play the dolphin game*- Scatter the hula hoops on the ground as they become the islands, a.k.a. the safe zones. The leader of the group calls "time to swim" and all the dolphins run around and try not to get "caught" by the dolphin catcher. They can pause on an island to catch their breath and get away from the "it" person. Skills developed: running, mobility.

5. *Learn to skip*- A hula hoop is a great way to learn how to skip rope. The hoop is solid and easier to control. Kids will feel more instant success while learning the **movement** pattern and be able to transfer what they've learned to a rope. Skills developed: skipping, **coordination**, **balance**.
6. *Human ring toss*- Toss a hoop over a target. Anything can work, including water bottles or the small pylons you may already have in your activity bag. If Mom or Dad are brave enough, they can become the target! Skills developed: throwing, hand/eye **coordination**.

Jump Ropes

1. *Basic jumping skills*
 - a. Scissor jumps: land with one foot forward, then on the next jump switch feet
 - b. Cross jumps: land with feet crossed like an X, then apart, then crossed again
 - c. Duckie: land with heels apart, toes and knees pointed in; then on next jump, put heels together and toes and knees pointed out
 - d. Swing: land on one foot and swing the opposite leg out to the side, then switch on next jump
2. *Jump Rope Rhymes*- If you have a small group of kids and a big rope, jump rope rhymes are usually a hit! Classics like "Cinderella" and "Teddy Bear, Teddy Bear" are easy to learn and add some fun variety to your jump rope games.
3. *Snake*- This jump rope game is good for beginners or younger kids who have trouble timing their jumps with a swinging rope. For Snake, the rope stays on the ground. Have one person hold it at each end and wave it gently along the ground like a slithering snake, while other players attempt to jump over it. Take turns being the jumper and the snake-mover.
4. *Banana Split*- This jump rope game doesn't actually involve jumping--but players do have to pay attention to the timing of the swinging rope. You need a long rope and two people to turn it. The remaining players form a single-file line so that the first person in line is facing the rope. The turners swing the rope forward toward the line, then away. As they do so, the first player must run under the rope and back without touching the rope or letting it touch him. After one pass, the second person in line joins in and both players run under the rope. Then three runners go together, and so on. If anyone touches the rope or doesn't make it back and forth in time, start again with one player running.
5. *Partner Jumping*- Double the fun by trying to jump with a partner using a single-person rope. Try face-to-face (with one person holding both ends of the rope) or side-by-side (each person holds one end or handle of the rope).
6. *Helicopter*- To play this game, you need a group of kids, a long rope, and sidewalk chalk. Make a large circle on the ground (its diameter should be twice the length of your rope) and mark a spot for each player around the end of the circle. One player stands in the middle while the rest stay in their spots around the edges. This central player holds the rope up high and swings it in a circle while saying: "Helicopter, helicopter over my head, I choose a color and the color is ... " Once she names a color, she begins rotating the rope along the ground. When the other players hear the color name, anyone who is wearing that color steps forward and tries to jump over the rope. If anyone steps on the rope, the central player starts over
7. *Water Splash*- Play this one outside! While two friends turn a jump rope, each player must jump while holding a clear plastic cup of water. She must jump for a predetermined amount of time, the number of jumps, or as long as it takes to recite a rhyme or sing a song (like "Happy birthday," if you're playing at a birthday party). After everyone has had a turn to jump, the winner is the player with the most water remaining in his or her cup.
8. *Jump Rope Relay*- Have kids jump their way to the finish line for a simple relay race. Or, incorporate jumping as one leg of a multi-step race.
9. *Stack-Up*- Similar to Banana Split, above, you need a long rope and a good-sized group for this game. It's simple: Each time the rope twirls, another person joins in the jumping. So you start with one jumper, then two, and so on, until the chain is broken and there's a missed jump. (Some skilled twirling will help prolong the game by making it easier for new players to join in.)
10. *Cat and Mouse*- You need at least four players for this game: two rope-twirlers, a cat, and a mouse. The mouse must jump over the rope, run around one twirler, jump again, run around the other twirler and repeat (this will make a figure-eight pattern). Meanwhile, the cat is doing the same while chasing the mouse and trying to tag him. Give the mouse a one-jump head start. When the cat tags the mouse, rotate positions and play again.
11. *Double dutch*- try a double dutch technique for more advanced visitors.

Hands and Feet- There are 6 sets of hands (red, orange, yellow, green, blue, purple) and 6 sets of feet (same colors).

1. *Positioning and stretching*- Give a color set of hands and feet to each child. Have them place the feet underneath them for a standing position. In this standing position you can stretch the upper body and touch your toes. Separate the feet so you have a wider stance. Do similar motions and stretch to each leg. Place the hands in front of the feet for a downward dog position. Put the hands farther out for a plank position.

2. *Leap frog*- Place each color of the feet side by side and the corresponding hands in front for a crouching position. Line the colors in a line and have kids line up at the beginning. Put on music and have each kids hop from one color to the next, like a lily pad. For a more advanced variation, have kids play leap frog by jumping over colors and people to get to the next.
3. *Hopscotch*- This is just like regular hopscotch except instead of boxes you use feet. Scatter them so sometimes you hop, sometimes you jump, sometimes your feet are close together and sometimes they are a part.
4. *Twister*- line up the hands and feet in colored columns just like twister. Alternate hands and feet in each row. Use a twister spinner (or app) to determine where to put hands and feet. Hands and feet markers can be shared. Play until someone loses their **balance**.
5. *Freeze dance*- Put sets of feet out amongst the floor. Play music and have kids dance. When the music stops, kids must find a set of feet to pose on. You can also separate feet and hands amongst the floor to add more players. When the music stops, you must find a hand or foot to rest on.
6. *Musical freeze dance*- This is the same as freeze dance, but instead you take away a set of feet for every freeze. If the music stops and you are the last to find a pair of feet, you are out. Last person standing wins.

Number dots- There are 36 number dots that alternate colors of the rainbow.

1. *Freeze dance*- Put numbers amongst the floor. Play music and have kids dance. When the music stops, kids must find a number to pose on. You can also turn the music off say different prompts like even number, odd number, single digit, double digit, red, blue, divisible by 2 etc.
2. *Line dance*- Line up numbers 1 through 10. Have 10 children stand on their own number. One by one, each child can come up with their own dance move. Everyone will practice each dance move in order. When you are doing the dance move, say the corresponding number out loud. For example, you can say 1 as you shake your hips. Once all the dance moves are learned, line up the visitors at the 1 dot and have each go through the progression by doing each **movement** on each number. When the child goes to 2, the second child goes to 1 and so on.
3. *Add-on*- Scatter the numbers all around the floor. Have the visitors stand on a number. If there are 10 visitors they will stand on 1-10, if there are 15 visitors they will stand on 1-15 etc. Shout “add-on” to prompt kids to find the next number up. You can also do this as a freeze dance: Kids dance on their number and when the music stops, they find the next number up.

Add on Concept Exploration

- Make your own game with the visitors using any prop!

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Social/affective: Listening, responding, taking turns and working cooperatively in a group.
- Cognitive: Recognizing, recalling, identifying, differentiating, and sequencing movements.
- Aesthetic: Choosing and expressing preference for dance movements.
- Metacognitive: Reflecting on their own and classmates’ dancing.

Resources/Links

- <https://www.doyouyoga.com/6-fun-yoga-games-for-kids-24103/>
- <https://www.teacherspayteachers.com/Product/Scarf-and-Ribbon-Movement-Cards-1530825>
- <https://activeforlife.com/7-things-to-do-with-a-hula-hoop/>
- <https://www.verywellfamily.com/jump-rope-games-1256809>

Exhibit: Let's Dance!

Program: Take the Stage

Age: 2-8

Time: 11:30 am - 12:15 pm

Take the Stage

Music

Narrative: This lesson plan utilizes props in our *Let's Dance* exhibit. Focusing on props will assist visitors in exploration of the body and space. These props specifically are to be used for making music. Interacting with instruments and playing music can promote perception, cognition, musicality, rhythm, memorization, a sense of achievement and more. Musical training also helps develop language and reasoning.

Objectives:

Students will...

- Use their bodies to imitate various music qualities
- Use their bodies to create music and practice rhythm, dynamic, tempo and hand-eye coordination
- Use instruments to create music and practice rhythm, dynamic, tempo and hand-eye coordination
- Play games around sound and music to increase social skills, speed and memory
- Sing songs while playing instruments to further advance techniques of rhythm, dynamic, tempo and memory

Materials

- Tennis ball
- Jump Ropes
- Instruments: varying drum sizes, djembe kids drums, rain stick, rhythm sticks etc.
- Egg shakers
- Tambourines

Vocabulary

Prop- an object used in performances, like when acting or dancing

Performance- an act of staging or presenting a play, concert, or other form of entertainment.

Sound- the noises your ears pick up on; in music there are many different sounds created by instruments

Music- sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion.

Beat- a recurring sound in music

Tempo- how fast or slow your beat is

Procedure

Warmup (15 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Take the Stage program.
- Invite visitors to sit on one of the number dots placed in a circle. You can use these to count, or have kids identify different numbers.
- While waiting for others to join, have visitor put their legs in the center of the circle. If they are old enough, you can say "plus two" or "minus three" to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Explain that in this activity today we are going to Take the Stage by using different **props**! Does anyone know what a **prop** is? A **prop** is an object used in **performances**, like when acting, dancing or playing **music**! What are some examples of **props**? How do performers use **props**?

- Today we will use musical **props**! Does anyone know what these are called? (show instruments). We will be using instruments to explore **music**! What is **music**? Do you like listening to **music**? What kind of **music** do you listen to? Do you have a favorite song? Have you ever made **music** before? How can we create **sounds** with our bodies? Can you show me? **Sounds** can be put together to create **music**!
- Let's all start by sitting in our circle and clapping our hands. What number should we count to? Let's count to 5. Start clapping and have the students join in. You should be clapping at a speed that's slow enough to have a **beat** in the middle. Count to 5 all together while clapping. Have individual visitors count out loud by pointing to them for the next round. Count to various numbers. "Every clap is a **beat**. A **beat** is the main accent in **music**."
- In **music**, we can count more **beats** by saying "and" during the silence between **beats**. For example if I count to 5 I only clap 5 times, but I say 1 and 2 and 3 and 4 and 5. Try this with the students by saying the "ands" in between numbers.
- Now let's try to clap in double time. This mean we will clap twice and fast! Instead of counting to 5 we will count to 10. Let's try! Can we add in our "ands" too?
- Try the same type of counting exercise by lap slapping.
- Try the same type of counting exercise by alternating between clapping and lap slapping.
- Try clapping and counting, but have each person say a number going around in a circle. See how high you can count!
- Stand up and try the exercise stomping.
- Try the exercise stomping and clapping.
- Try the exercise stomping, clapping AND lap slapping!
- Try to have kids "solo" by giving them a spotlight to create their own **music** by clapping, lap slapping and stomping.

Music Activities:

No musical props- The teacher can use a drum for directing **tempo**. Otherwise some activities require a ball and jump ropes.

1. *Pass the Ball-* Facing the students, the teacher can model various ways of passing the ball. For example, back and forth from hand to hand, swinging overhead, front to back etc. Be sure to use a very moderate and regular **tempo**. The teacher should also set a verbal rhythm such as "AND pass, AND pass." This verbal chant should emphasize AND because that is the true rhythmic moment rather than the moment the ball is placed in the next hand. Students pair off with a ball and practice passing back and forth counting AND pass. First they can pass in a square (right hand (person A), left hand (person A), right hand (person B), left hand (person B), repeat. They can also alter different ways to pass as shown by the teacher. To continue, all students stand in a circle. The teacher demonstrates the two-handed pass in a clockwise direction. Each student has two **beats** to receive the ball with both hands and then turn and pass the ball to the next student with both hands. They must follow the ball with their head, neck and eyes. Try counter-clockwise. This circle activity can be done as a teacher drums the **beat** of the passes. Change the pace of passing the ball by changing the **tempo** of the drum. You can also say "change" to have students change from clockwise to counter-clockwise or vice versa.
2. *Bounce and Catch the Ball-* Have students stand in a circle with one in the middle. The student in the center is to bounce the ball to one student in the circle. The receiver catches the ball. The receiver then bounces the ball back to the center person. This happens while the teacher plays the **beat** on a drum. Start out with a slow **tempo**. You can say "catch and catch." The ball is caught on "catch" and the ball bounces on "and." You can also use numbers: "1 and 2 and 3..." the ball is caught on the number and bounced on the "and."
3. *Catch the Ball-* The same as Bound and Catch, except instead of bouncing on the "and," the ball will be up in the air on the "and." Play by throwing across the circle instead of someone in the middle. This is difficult at first, but with practice students can explore what it takes to throw and catch on the **beat**.
4. *Swinging the Beat-* Students scatter throughout the room. They explore different ways of swinging the arms, keeping the torso and knees free and loose. Swings of different sizes and directions can be used. One student is chosen as a conductor and is asked to demonstrate arm swings at and speed he/she chooses. The other students imitate the movement. When the conductor stops, the students stop. The teacher can set the **tempo** on a trum or by speaking the words, "swing."

5. *Orchestrating the Body*- The same as Swinging the Beat, but instead you change the **beat** intentionally to go fast and slow. Students can create small scale swings with finger, wrists, arms and body. They choose what kind of swing to do depending on how fast the **tempo** is. A faster **tempo** needs smaller swings.
6. *Walk the Beat*- Have the students spread out around the room in a standing position. Your drum determines the music. Students walk by taking a step for each **beat**. Students will walk faster with a fast **tempo** and slower with a slow **tempo**. Try different **tempos**. When you stop playing, students must freeze. They can freeze in a pose as well.
7. *Walk and Clap the Beat*- The same as Walk the Beat, but every step you clap. When you freeze, you keep clapping to keep the **beat**.
8. *Dynamic walking*- Show 5 different variations of steps: tip-toe, walking one foot in front of the other, easy walk, large walk, and jog. Use the drum to orchestrate a **beat**. The softer your drum is the smaller the step. The louder the drum the bigger the step. Your **tempo** never changes.
9. *Meeting the Line*- Create 2 line markers using jump ropes on either end of the room. Have student explore how many steps it takes to get from one marker to the other. Play a **beat** that many times and have students practice walking back and forth. Shorten the number little by little and have them try to get to either size in that many steps. Change the **tempo**. Make the number bigger little by little and have them take smaller steps to get there in that amount of time. Change the temp.
10. *Skip or Gallop*- This is similar to the walking activity, however, this is done in a circle. Show students how to skip and how to gallop. Students rotate the circle while skipping or galloping to the **beat**. You can say “change” when you want the circle to go in the opposite direction.
11. *Trees in the wind*- Students pretend to be trees by swaying with arms up. Their arms and hands are the branches and leaves. When the drum **tempo** of the teacher gets faster, this means the wind is faster so the trees must react to faster wind. You can also do this by playing a song and turning the volume down and up.
12. More activities can be found in the *Rhythm and Games for perception & cognition* book.

Drums/other instruments- some games require other **props**.

1. *Where is it?*- Choose someone to hide an item somewhere in the room. Choose someone to find it. (They will wait outside until the object is hidden.) The group plays louder and softer as the seeker gets closer and farther from the object (as in the game hot & cold). Continue until the object is found. Choose new players.
2. *Rumble Ball*- Model bouncing, tossing, and rolling a small ball. (Invite players to respond musically.) Pause and ask players to describe the action of ‘bouncing’ by providing adjectives. Ask players to connect the adjectives to instruments, choosing one or two types to play ‘bounce.’ (Model bouncing with the ‘bounce’ instrument group.) Repeat with ‘toss’ and ‘roll.’ Play with the ball as the group responds. Invite other leaders, or two leaders at the same time. Try this with an ‘invisible’ ball
3. *Musical Compass*- Invite one player to come to the center of the circle. Invite them to close their eyes and listen to the **sounds** of the instruments as everyone plays. (Let them know that they will need to listen to the location of each instrument.) Ask the person in the center to close their eyes and turn around several times. Invite one person to play as the center student tries to find and point at their spot without opening their eyes. (They are using the **sounds** to guide them, like a musical compass.) This can also be done if there are different instruments in the room, and while everyone is playing you prompt the student to find a specific instrument.
4. *Let’s All Play Our Drum*- Invite everyone to play one note on the word “Drum” as you say out loud “Let’s all play our DRUM!” Make sure your words are rhythmic: Ta-te Ta-te Ta. Change the **tempo** and volume of your prompt so the students change their playing. Continue to cue the group with a instrument using the rhythm: Ta-te Ta-te Ta. Change to “All play our DRUM.” te Ta-te Ta. Explore variations in rhythm. Change to “Play our DRUM.” Ta-te Ta. Explore variations in rhythm. Invite other players to Lead.
5. *Pieces of Eight*- Invite players to choose a number from 1 to 8 (or 1 to 4 as a simplification). Explain that you will count from 1 to 8 and that each player is to play one note on their number. Continue to count as players enter on their number. Invite players to find others who have their number. Fade your voice and invite the group to play on their own. Gradually increase the **tempo**. See how fast they can play. Slow down or speed up to end. Option: Choose two numbers.
6. *Foley*- Ask someone to volunteer to pantomime an action, such as a sport or hobby that uses large body movements. Invite them to show the group their action and to repeat it as an ostinato. Invite players to mirror the leader’s movement using their instrument. Suggest they choose one part of the overall movement rather than

playing the entire time. Pause to examine the movements of the leader and **sounds** that could mirror them. Add another leader with a movement that matches the first. (Same tempo and phrase.) Invite the leaders to create complementary movements that overlap in some way.

7. *Sound Machine*- Invite players to form groups of three or four. Using FOLEY as a foundation, explain that players will be creating a '**sound** machine' with interlocking parts, like a clock. To create your machine: a. Start with one player making a repeating action. b. Player 2 joins and plays player 1's instrument. c. Player 3 joins and plays player 2's instrument, etc.
8. *Ships in the Night*- Form partners and have each pair choose a unique instrument. Explain that each pair will consist of a 'ship' and a 'navigator.' The navigator will play one note to guide the ship, who will set a course in the direction of the **sound**. Model how to guide a ship through the water, playing only to change the ship's direction. (Note that navigators can be far away from their ship.) Invite ships to form a bow with their hands to help keep them safe. Ships close their eyes. Invite all ships to set sail and move around the ocean. Continue for a couple minutes, then invite all ships back to their 'docks.' Switch roles and repeat. Fun Fact: Ships are guided by buoys, which sometimes feature bells, horns and gongs!

Egg shakers- for younger audiences

1. *Feel the Steady Beat*- Ask students to sit in a circle. Pass out all of the eggs to your students. Put on some of your favorite **music** that has a strong **beat**, and ask students to play the steady **beat**. Keep your egg shaker in the air! For more fun, have them walk in a circle and play their eggs. An all time favorite for younger students is "The Ants Go Marching." This cute cartoon of ants in a marching band is perfect for the music classroom.
2. *Hot Eggs!*- Make a big circle. Ask one student to sit in the middle of the circle with the egg shaker. That student shakes the egg when the music is played. When the music stops. That student gives the egg shaker to another student.
3. *Egg Dancing*- Students can stand in a circle or in spaces around the room. Pass out a shaker to every student. Ask students to dance with their egg shakers. Suggested musical selections: Latin, Mariachi, Mexican and Caribbean music. Music examples: "Three Little Birds," "Bonjour Pra Voce,"
4. *Egg Shaker Freeze*- This activity will help students to listen to music and musical cues. Play the music. Stop the Music. When the music stops, students must stop shaking. I like to let everyone keep trying to start and stop playing their egg shakers. After we play the games a couple of times, you may want to tap the students who didn't stop and have them sit down-or let everyone keep trying.
5. *London Bridges*- Shake shakers while singing these lyrics to the tune of "London Bridges."
 - 1-Shake your shakers in the air
Shake it here, shake it there
Shake your shakers in the air
Shake your shakers.
 - 2- Shake it high and shake it low (I change my voice to reflect High/Low)
 - 3-Shake it yes, shake it no
Shake it high and shake it low
Shake your shakers.
 - 4-Shake it up and shake it down (Hold it up high and then down low)
Shake your shaker on the ground
Shake it up and shake it down
Shake your shakers.
 - 5-Shake it near and shake it far
Drive your shaker like a car
Shake it near and shake it far
Shake your shakers.
 - 6-Shake it fast and shake it slow
Shake it stop, shake it go
Shake it fast and shake it slow
Shake your shakers.

Tambourines

1. *Jumping on the Floor*- Hold the tambourine, head facing up, in both hands (with fingers in the holes rather than under the tambourine). Gently make it jump on the floor.

- Sing to the tune of “If You’re Happy and You Know It”:
 - Oh, my tambourine is jumping on the floor,
 - Oh, my tambourine is jumping on the floor,
 - Oh, it’s jumping on the floor, like it never did before,
 - Oh, my tambourine is jumping on the floor!
 - Additional verses:
 - Oh, my tambourine is rolling on the floor...(roll the tambourine vertically back and forth on the floor)
 - Oh, my tambourine is sliding on the floor...(hold the tambourine at an angle to the floor, and slide it along the floor like a vacuum cleaner)
 - Oh, my tambourine is jumping upside down...(hold the tambourine with both hands, head facing down, and gently make it jump on the floor)
 - Oh, my tambourine is spinning on the floor...(hold the tambourine vertically on the floor, and use both hands to turn it and make it spin)
- Ask the children for other ways to play the tambourine.
- Variation: Use the pattern of the song “If You’re Happy and You Know it.” Sing without playing until the end of the first, second, and fourth lines, when you do the motion twice. For instance, “Oh, my tambourine is jumping on the floor (jump, jump)”
- 2. *We’re Driving Round the Village*- Hold the tambourine like a steering wheel, and “drive” while singing to the tune of “Go ‘Round and ‘Round the Village”:
 - We’re driving ‘round the village,
 - We’re driving ‘round the village,
 - We’re driving ‘round the village,
 - As we have done before!
- Additional verses:
 - We’re tapping ‘round the village...(tap the tambourine)
 - We’re shaking ‘round the village...(shake the tambourine)
 - We’re scratching ‘round the village...(scratch the tambourine with fingernails)
- Have the children contribute more ways to go “round the village” with the tambourines.
- 3. *Tambourines Are Falling Down*- Hold the tambourine with both hands, and make it “fall” from up high like rain, over and over, to the beat. Sing to the tune of “London Bridge Is Falling Down”:
 - Tambourines are falling down,
 - Falling down, falling down
 - Tambourines are falling down,
 - My fair lady.
- Additional verses:
 - Tambourines go tap, tap, tap...(tap the tambourine, emphasizing the beats on the “tap, tap, tap”)
 - Tambourines go shake, shake, shake...(shake the tambourine)
 - Tambourines go pat, pat, pat...(pat the tambourine on the hip)
- Older students can be encouraged to come up with more ways to play the tambourine.
- 4. *Tapping My Tambourine*- Tap the tambourine to the beat with your pointer finger while singing to the tune of “Shoo, Fly, Don’t Bother Me”:
 - Tapping my tambourine,
 - Tapping my tambourine,
 - Tapping my tambourine,
 - Tap, tap, tap my tambourine.
- Additional verses:
 - Shaking my tambourine...
 - Patting my tambourine...(pat the tambourine on knee or hip)
 - Wearing my tambourine...(hold the tambourine on your head like a hat and bounce to the beat)
- Ask the children to suggest other ways to play the tambourine.

Add on Concept Exploration (15 min)

- Create your own Jam Band with all instruments!

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Social/affective: Listening, responding, taking turns and working cooperatively in a group.
- Cognitive: Recognizing, recalling, identifying, differentiating, and sequencing movements.
- Aesthetic: Choosing and expressing preference for dance movements.

Resources/Links

- <https://nafme.org/20-important-benefits-of-music-in-our-schools/>
- Rhythm Games for perception & cognition by Robert M. Abramson
- http://www.vemea.org/conferencehandouts/2010/Kalani_Musical_Games.pdf
- <https://www.singplaycreate.com/2018/05/egg-shaker-activities.html>
- <https://www.gryphonhouse.com/activities/fun-tambourine-activities-for-preschoolers>

Exhibit: Let's Dance!

Program: Act it Out: Movement Stories

Age: 2-6

Time: 2:30 - 3:15 pm

Act it Out: Place & Shape

Story 1: The Mice Go to the Zoo

Story 2: The Alphabet Adventures of Little Letter O

Narrative: The first movement story uses feet to tell a story about mice visiting a zoo. It focuses on children maintaining self-space while sitting in a circle, and explores various shapes using body parts. The second story is about the letters of the alphabet. Students will use their body to create the shapes of the letters. Overall, children will use their imaginations to illustrate what is happening in the stories with their body parts. They will take turns answering questions and following along as the educator recites the story. We will begin with a short warm-up, continue moving throughout our stories, and then discuss what we learned in the each story.

Objectives:

Students will...

- Practice staying in self-space
- Learn how to create shapes using the body
- Use their feet and body to illustrate a movement story
- Practice cooperating in a group

Creative Movement Concepts

- (Space) **Place: self-space**
- (Body) **Shape: straight, curved, angular, twisted, wide narrow**
- Hatha Yoga postures for flexibility of spine and limbs

Materials

- Numbered dots
- Movement story (or memorized)
- Comfortable clothing
- Your imagination

Vocabulary

Self-space- When moving in one spot, we are moving in *self-space* (nonlocomotor movement)

Kinesphere- The "bubble" around our body. When you move in self-space you move in your kinesphere.

Shape- The position of your body or body parts.

Straight- When your body or body parts have no bends or curves.

Extended- When your body parts are reaching out from your body.

Curved- When your body parts are slightly bent.

Procedure

Warmup (10 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Move & Groove Sing Along program.
- Invite visitors to sit on one of the number dots placed in 2 or 3 straight lines. You can change the orientation and size of your program using these dots. You can use them to count, or have kids identify different numbers.

- While waiting for others to join, have visitors stand on a particular dot. If they are old enough, you can say “plus two” or “minus three” to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let’s do this again counting down from 10 seconds. Repeat during the 10 seconds. Let’s do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let’s pretend we are butterflies. Let’s put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let’s reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let’s put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let’s crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- Have the students sit down to talk about the concept.

Concept Introduction (5 min)

- Today we are going to learn about our body’s and *space*. We can move in *general space*, which means the whole room, or we can move in our *self-space*, which is the bubble around our body. Let’s feel all along the inside of our bubble. The space inside your bubble is your *kinesphere*, that’s a big word! Can we say kin-es-phe? Be careful, if your bubble touches another bubble, it might pop! Today we will be moving in **self-space**.
- We are also going to explore **shapes**. Who knows what a **shape** is? There are **straight shapes**... let’s all show a **straight shape** with our arm. There are **curved shapes**... let’s all show a **curved shape** with our arm. What other **shapes** can we make?
- The educator can sing Circle Time songs between stories!

The Mice Go to the Zoo

Movement Story (5-10 min)

- This is done with feet pointing into the circle while sitting on the numbered dots.
- You can try to have this story memorized, or read as you go. Either way, make sure you are modeling the movement for the learners, and correcting their postures as you go by pointing them out.
- Music Suggestion: Calm, quiet background music.

(Music—optional—begins.)

I see two little mice in front of me! *(Wiggle feet and squeak like a mouse.)*

These little mice were asleep one morning. *(Feet snore.)*

"Ahh..." *(Flex feet.)* "...Shhh..." *(Point feet.)*

"Ahh...Shhh...Ahh...Shhh..."

One little mouse woke up first and said:

"It's a beautiful day!" and danced for joy! "La, la, la, la!" *(One foot dances in the air.)*

But the other little mouse was still asleep.

"Ahh...Shhh...Ahh...Shhh..."

The first mouse tried to wake the other mouse up: *(One foot taps other foot lightly.)*

"Wake up! Wake up, sleepyhead!"

But the little mouse didn't wake up.

"Ahh...Shhh...Ahh...Shhh..."

So the first mouse tried jumping on it.

But still, the other mouse slept!

"Ahhh...Shhh...Ahh...Shhh..."

The first mouse went and got an alarm clock.

(Pantomime getting clock and pressing it against the other foot.)

RRRRRRRING!!!

And still, the other mouse slept!

"Ahh...Shhh...Ahh...Shhh..."

Finally, the first mouse ran up the leg, slid all the way down, and bounced on the sleeping mouse! The other mouse finally woke up and said:

"Hey, what's going on?"

"Time to get up! It's a beautiful day!"

"Okay, but first we have to do our exercises!"

"Stretch forward." *(Point feet.)*

"Stretch backward." *(Flex feet.)*

(Repeat.)

"Stretch in big circles around and around." *(Circle feet, keeping heels on the floor.)*

"Now around and around the other way."

"10 push-ups! 1-2-3-4-5-6-7-8-9-10!" *(Keeping balls of feet on the floor, lift heels.)*

"10 jumping jacks! 1-2-3-4-5-6-7-8-9-10!" *(Clap feet together.)*

"Okay, now what should we do?"

"Let's go to the zoo!"

"Yippee!!"

The rest of their family was still asleep, so they tiptoed out of the house. *(Tiptoe in place.)*

Once they got outside, they were so happy that they skipped! *(Skip in place.)*

"La, la, la, la!"

When they arrived at the zoo, the mice climbed to the top of a tall tree in order to see everything better.

(Slowly lift legs, knees straight and hands pressing the floor at your sides. Slowly lower legs to the floor.)

The first thing they saw were some giraffes. The giraffes' necks were so long that they reached to the sky! *(Stretch arms up.)*

When the giraffes saw some good leaves to eat in the trees, they bent over and reached for them.

(Slowly lower arms toward feet or knees, while bending at the waist.)

The little mice in the treetops squeaked with fright and leaned as far away from the mouths of those giraffes as they could!

(Point feet forward while stretching hands toward feet or knees.)

Then the giraffes raised their necks up to the sky again.

(Raise arms up again, then slowly lower to sides.)

Giraffes are herbivores, which means they only eat plants, but just the same, the mice were grateful to escape! They scurried down the tree and went to where the lions lived.

(Turn onto hands and knees, facing the center of the circle.)

The lions slowly shook their heads from side to side and roared gently.

When the lions saw the little mice they were so afraid that they arched their backs.

(Arch middle of back toward ceiling while pulling head and tail together, toward center of body.)

The mice said: "Don't be afraid! We won't hurt you!"

The lions relaxed when they heard that.

(Relax lower back while slowly pushing your bottom up and out, away from the center of your body, and raising up your head. Roar gently.)

Just then, the lions saw something that frightened them, and again they arched their backs.
(Repeat as before.)

The mice told them: "Don't be such scaredy-cats! It's only a ladybug!"
The lions relaxed again. *(Repeat as before.)*

Next, the mice went to the Reptile House to see the snakes.
(Slither on stomach in place for a few moments.)

There they saw a cobra!

(Lie on stomach, head toward the center of circle, legs straight, and forehead resting on the floor. Place palms flat underneath shoulders, elbows bent and close to your sides.)

The cobra lifted up its head and looked right at them!

(Slowly raise upper torso by pushing hands on the floor and slowly straightening elbows, keeping pelvis on the floor. Flick tongue like a snake.)

Then the cobra turned and looked behind itself.

(Lower torso slightly by bending your elbows and slowly turning head to look behind you.)

The cobra turned and looked the other way behind itself.

Then it faced forward again and slowly lowered to the floor.

(Turn head to face forward while straightening elbows and raising upper torso. Slowly lower torso to the floor by bending elbows.)

In the Reptile House there were some turtles with big, round backs.
(Crouch on hands and knees, arching back into a rounded shape.)

The mice were very naughty and they pushed the turtles over onto their backs!
(Gently roll over onto back, bend knees and hug them to your chest.)

The turtles tried to roll over! They rocked from side to side.
They rocked forward and backward.

The turtles cried out: "Help! Help! We can't turn over!"

The mice felt sorry for them and pushed them upright again.
(Roll over onto hands and knees again.)

The mice now went to see the spiders. *(Sit upright.)*
 They saw a spider that was all curled up in a little ball.
(Draw arms and legs in toward center of the body.)

Then the spider yawned and stretched out all its legs.
(Stretch out limbs: legs form a "V" shape on the floor, arms raised overhead.)

With a sigh, the spider curled up in a ball again... *(Repeat as before.)*
 And then yawned and stretched out its legs again. *(Repeat as before.)*
 The mice decided it was time to go home.
 "Let's race!"
 And they ran all the way home! *(Run feet in place.)*

When they got home they took a little nap and rested for their next adventure.
 "Ah...Shhh...Ah...Shhh..."

(Music ends. End of Story.)

Review

- Recap the different animals in The Mice Go To the Zoo. Choose an animal and act it out. For example, pretend to be mice on the floor. Try to get as small as you can and as quiet as you can. Scamper quickly.

The Alphabet Adventures of Little Letter O

Movement Story (5-10 min)

- This story begins with students on the floor, curled into balls. Each student can start on a number dot.
- You can try to have this story memorized, or read as you go. Either way, make sure you are modeling the movement for the learners, and correcting their postures as you go by pointing them out.
- Music Suggestion: Soft, calming

(Have children begin on the floor, curled into balls. Music begins.)

There was once a little round letter O who lived in a hole in the forest. One morning the O decided to go exploring, so it rolled over and over, saying "O...O...O..."

(Roll on floor, keeping body in a tight ball. Encourage children to make letter sounds along with you. Be sure to say the sound that the letter makes rather than the letter's name. With very young children, you may omit saying the letter sounds or have them say the movement word instead; in this case, "roll...roll...roll...")

The O rolled and rolled until it bumped into a tall tree. Boom!

As soon as the O touched the tree, it started to stretch. It got taller and taller, 'till it was a tall letter T. The T tiptoed and turned through the forest saying "T...T...T..." (or "tiptoe... tiptoe...tiptoe...")

(Children make a letter T by standing with their arms outstretched, holding this shape as they tiptoe and turn.)

The T tiptoed along until it met a balloon man. "Letter T," said the balloon man, "you're too tall and thin. Let me blow you up!" So the balloon man put some air in one of the T's arms—"Kssss..." *(The sound of the letter X.)*

(Children raise one arm higher.)

He put some air into the T's other arm—"Kssss..."

(Children raise the other arm higher, creating a letter Y.)

The Y began to yawn.

(Children stretch arms overhead, as if yawning.)

"I'm not done with you yet!" said the balloon man. He put some air into one of the T's legs—"Kssss..."

(Children step into a wider stance with one leg.)

He put some air into the T's other leg—"Kssss..."

(Children step into a wider stance with the other leg.)

Now it was an excellent letter X! The letter X began to float in the air like a wide balloon, saying "Kssss...Kssss...Kssss..."

(Children hold their letter X shape as they float slowly through the room, perhaps turning. With younger children, you may omit the sound "Kssss...")

But the letter X sprang a leak, and all the air came out: "Sssss..." Now it was a curvy letter S on the ground.

(Children sink to the floor.)

The letter S began to squiggle and squirm. Suddenly it stretched into a long letter I.

(Children lie on their stomachs, arms stretched on the floor in front of them.)

The I began to inch through the mud, saying "Inch...inch...inch..."

(Children move like an inchworm on their stomachs, bringing their knees close to their hands, backs arched, then stretching out long.)

The I didn't want its face to get muddy, so it pushed its hands down and lifted its face out of the mud, saying "Ick!"

(Children remain on their stomachs, pressing the ground with both hands, face and chest lifted off the floor as in the yoga pose "The Cobra.")

When the I got tired of slithering, it stood up and shook all the mud off its body.

It was so happy to be out of the mud that it turned into a letter H. (Stand with legs wide and turned out to sides with bent knees. Arms are up and turned out to sides with bent elbows, hands pointing upwards.) The letter H hopped on one foot saying, "Ha...Ha...Ha..." (or "hop...hop...hop..."). Then it hopped on the other foot, "Ha...Ha...Ha..."

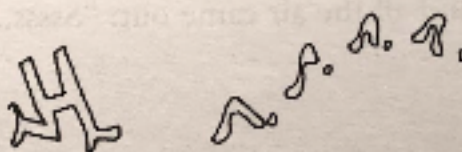
Then the H noticed that it was all by itself in the forest and it sat right down in a long letter L and said, "I'm lonely."

(Children sit with legs stretched forward, arms overhead.)

The L curled back into a little letter O and rolled over and over, back to its hole, saying, "O...O...O..." (or "roll...roll...roll...")

Good night, little O.

(Children are once again curled into little balls on the floor. It's nice to stroke each child's back gently as you say good night. Music ends. End of story.)



Review

- Recap the different letters in the story. What were the easiest to create? What were the hardest?
- Have children spell their name with their bodies.
- Think of adjectives to give character to these letters.

Add on Concept Exploration (15 min)

- Have visitors describe if their poses have **straight** lines or **curved** lines.
- Play a game of tag. Pretend every child has their own bubble (**self-space** or **kinesphere**). The child who is it is trying to pop someone's bubble. When someone is tagged, play a popping sound effect.
- Have children spell out their names with their bodies one letter at a time. Talk about what letters have **straight lines** and **curved lines**.
- Read the story and act it out again, but faster.

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Social/affective: Listening, responding, taking turns and working cooperatively in a group.

Resources/Links

- *Bodily-kinesthetic intelligence* entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
- Space in the elements of dance: <http://www.elementsofdance.org/space.html>
- "Movement Stories" by Helen Landalf and Pamela Gerke

Exhibit: Let's Dance!

Program: Act it Out: Movement Stories

Age: 2-6

Time: 2:30 - 3:15 pm

Act it Out: Weight & Direction

Story 1: The Sculptor Who Couldn't Decide What to Make

Story 2: Astronauts in Outer Space

Narrative: The first movement story is about a sculptor sculpting his clay. The educator plays the role of the sculptor while the students play the clay. As the students are being molded, they change their bodies to practice different shapes. Using their imagination, flexibility and body language, students will become aware of their body and how it can move. In the second movement story, students pretend to be astronauts that explore space. Here they will learn about weight and direction while following along with the movements in the story. Children will use their imaginations to illustrate what is happening in the stories with their body parts. They will answer questions and follow along as the educator recites the story. We will begin with a short warm-up, continue moving throughout our stories, and then discuss what we learned in the each story.

Objectives:

Students will...

- Understand what shape means in reference to dance
- Create shapes using their bodies
- Consider balanced and unbalanced positions to explore weight
- Learn about directions in reference to the body

Creative Movement Concepts

- (Body) Shape: straight, curved, angular, twisted, wide narrow
- (Quality) **Weight: strong, light**
- (Space) **Direction: forward, backward, sideways, up, down**
- (Body) Balance: On balance, off balance

Materials

- Numbered dots
- Movement story (or memorized)
- Comfortable clothing
- Clay, if you want to be fun
- Your imagination

Vocabulary

Shape- The position of your body or body parts

Direction- the way or line that you travel; the body that is leading us through space

Balance- how even your body weight is distributed; on balance means you feel steady; off balance means you feel as if you will fall over

Weight- the mass of your body and how heavy it feels when you are dancing

Extend- when a body part is straight and reaching

Curved- when your body or body part is bent or rounded

Procedure

Warmup (10 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Move & Groove Sing Along program.
- Invite visitors to sit on one of the number dots placed in 2 or 3 straight lines. You can change the orientation and size of your program using these dots. You can use them to count, or have kids identify different numbers.
- While waiting for others to join, have visitors stand on a particular dot. If they are old enough, you can say “plus two” or “minus three” to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let's do this again counting down from 10 seconds. Repeat during the 10 seconds. Let's do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let's pretend we are butterflies. Let's put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let's reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let's put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let's crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- If you want to introduce physical activity, turn on a song and have them do some jumping jacks to the beat, march in place, or clap your hands.
- Have the students sit down to talk about the concept.

Concept Introduction (5 min)

- Today we will talk about **balance**. What does **balance** mean? Let's stand with our legs wide and our hands on our hips. Do we feel **balanced**? Now let's shift our **weight** to one foot. Are you **balanced**? Try not to fall!
- In our story you will be moving in different **directions**. Let's start on our dot and try walking *forward*, jump *backward*, slide *sideways*, hop *up*, sit *down*.
- Also in this story, we will be molding our bodies to create different **shapes**. What **shapes** do you know? Can we make these **shapes** with our bodies? Let's try. What other shapes can we make? Do these **shapes** have names? Can we invent our own **shapes**?
- In the second story we will learn about **weight**. What is **weight**? **Weight** tells you how you're using your muscles- either strongly or lightly. First pretend you are strong and are picking up something heavy. Put down the weights and pretend to pick up a feather. Feel how soft and relaxed your muscles are when you're lifting something light.
- The educator can sing Circle Time songs between stories!

The Sculptor Who Couldn't Decide What to Make

Movement Story (5-10 min)

- This is done standing. You can start on the numbered dots, but you may move around.
- Talk about concepts of weight, direction, balance and shape.

- You can try to have this story memorized, or read as you go. Either way, make sure you are modeling the movement for the learners, and correcting their postures as you go by pointing them out.
- Get into character! Wear a smock or an artist hat.
- Music Suggestion: Calm, quiet background music.

(Begin with children sitting on the floor in self-space.)

Hello, I'm a sculptor.
I'm happy to meet you!
But can you please tell me:
What does a sculptor do? *(Children answer.)*

I sculpt with clay. But where is my clay?
I thought I left it around here today...
Ah, here's a lump of clay! *(Pat child.)*
And another! And another! *(And so forth. Pat each child.)*

Now I have plenty of clay!
But it's too dry and hard for play.
Doggone it,
I'll have to sprinkle water on it! *(Pantomime sprinkling the children.)*

Now, to soften the clay
I'll knead it every which way: *(Sit on the floor and lean in the directions called.)*
I push it forward...Backward...Forward...Backward.
I push it to one side...Then to the other side.

Side to side. Side to side.
Now I'll press it down flat
And the clay spreads out wide. *(Lie on the floor, making a wide shape.)*

Now I've made a plate!
But what else can I make?
I know! I'll roll it into
A long, skinny snake!

Roll, roll, roll the snake
To make it long and narrow, *(Roll on the floor in a long "snake" shape.)*
I pull the top... *(Stretch arms over head on the floor.)*
And stretch the bottom... *(Point feet.)*
To make it straight as an arrow!

Straight is nice... but what else can I do
With this long and narrow roll?
I think I'll curve it 'round and 'round,
And coil it into a bowl! *(Curve body into a "C" or "O" shape.)*

But do I really want a bowl?
 I can't make up my mind!
 If I twist my clay like so,
 I can make a pretzel design! *(Twist body or limbs any which way.)*

My power with clay is awesome,
 I can do anything you name!
 I can bend it with sharp angles
 To make a picture frame! *(Bend arms or legs to make some kind of frame.)*
 I can unbend it instead
 And make it stand on it's head!
(Try standing on your head, or just pretend. Children may try different ways, such as cartwheels or on hands and knees, head touching the floor.)

Or roll it in a ball... *(Curl body into a ball.)*
 ...Or make a statue tall! *(Stand up.)*
 But this statue is off balance...
 Uh, oh! It's starting to fall! *(Fall over.)*

Again, I make it stand... *(Stand up.)*
 But it falls to one side! *(Fall to one side.)*
 Now I make it balanced
 By spreading it's feet wide. *(Stand up and spread legs apart.)*

Now, statues are something I really love.
 But can you tell me:
 What are you a statue of?
(Children can say what kind of statue they are.)

Now it's time to put my clay away.
 I'll mush it up, *(Wiggle body.)*
 Form it into a lump, *(Sit on the floor.)*
 And save it for another day!
 Thanks, clay!
(End of story.)



Review

- Do you remember which **shapes** we were molded into during our first story? Does anyone remember the bowl **shape**? What does it look like? What about the statue **shape**? What about the snake?

Astronauts in Outer Space

Movement Story (5-10 min)

- The story starts with students scattered around the room. You can start on the numbered dots, but you may move around.
- Talk about concepts of weight and direction.
- You can try to have this story memorized, or read as you go. Either way, make sure you are modeling the movement for the learners, and correcting their postures as you go by pointing them out.
- Get into character! Wear an astronaut helmet.
- Music suggestion: Space music or synthesized sounds.

(Begin with children standing scattered about the room, in self-space.)

Welcome, fellow astronauts! This is your commander speaking! Today we will take a trip through outer space to the planet XOGO!
But first, we must do our exercises:

Stretch up...Stretch down...Stretch to the side...Stretch to the other side.
10 Jumping Jacks: 1-2-3-4-5-6-7-8-9-10!

Now we're ready. Everyone put on your space suits!
The zipper starts at the bottom and zips up: **ZZZZZZIP!**
There's a zipper on each leg which starts at the top and zips down: **ZZZIP! ZZZIP!**

Put on your space helmets! Now climb the ladder to the spaceship—up, up, up.
Find your seat—for takeoff, we have to lie on our backs and hug our knees to our chests.
Strap on your seat belts!

Countdown: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, **BLASTOFF!!!**
(Sound effects, while jiggling in place.)

Now the seat belt sign goes off and we can unstrap our seat belts.
Since we're in outer space, there's no gravity to hold us down and we can float lightly and freely around the spaceship!

We float forward...backward...
We float sideways...then to the other side...
We float down, down, down, and roll around on the floor...
We float up, up, up, until we're practically touching the ceiling!

Suddenly, the seat belt warning sign goes on: **BEEP! BEEP! BEEP!**
A meteor shower is headed toward the space ship! Quickly, get back in your seats and strap on your seat belts!

Here comes the meteor shower! **KKKKKKK!!!** *(Sound effects, while jiggling in place.)*

The meteor shower has passed—Phew!
Look out the window—we can see our destination planet, XOGO! What color is XOGO?
(Children can say what they imagine.)

Hold on, we're coming in for a landing! *(Sound effects, while jiggling in place.)*
THUD!!! We made it! Now we can unstrap our seat belts.

The air is not the same here as on Earth, so when we go outside we'll have to wear special breathing helmets. Take off your space helmets and put on your special oxygen helmets. Let's go!

Oh, no, the door is jammed shut! It must have been hit by the meteor shower!

We'll have to push with all our strength to get it open!

All together now: **1-2-3-PUSH!!!**

It didn't open—it's really jammed tight!

Let's try again, using more muscles: **1-2-3-PUSH!!!**

It still won't open! We'll have to use all the strength we've got! **1-2-3-PUSH!!!**

We did it!

Now that we're outside we realize that XOGO has a lot more gravity than earth and it pulls our bodies down, down, down. It takes all our strength just to walk! It feels like there are heavy weights on our arms and hands. Are you strong enough to lift up your hands?

It feels like there are weights on our feet and legs. Can you pick up your feet?
Even our heads feel very, very heavy.

Wait—I just remembered: I have some antigravity powder in my pocket! I'll sprinkle it on everyone! (*Pantomime sprinkling powder on all the children.*)

That's better—now we can walk lightly!

Uh, oh! I accidentally used the double-dosage powder!

Now we're so light, we're floating!

(*Music begins.*)

Let's do a floating dance!

(*Allow time for a "light," free dance. After a minute or so, say:*)

Now the antigravity powder is wearing off! The gravity of XOGO is pulling us down, down, down, and it takes all our strength to move! Can you still dance when you're so heavy?

(*Allow more time for "heavy," free dance. You may want to switch your musical selection here to "heavier" or lower-pitched music. Music ends.*)

Look at that—we danced all the way to the space lab!

Inside, the gravity is like earth's and we can walk around normally.

Now it's time to rest. Let's ask the computer for directions to our beds in the space lab.
(*Pantomime tapping a computer keyboard.*)

The directions say:

First, go forward 10 steps: 1-2-3-4-5-6-7-8-9-10.

Now, walk sideways for 5 steps: 1-2-3-4-5.

Now, walk backward for 8 steps: 1-2-3-4-5-6-7-8.

Forward for 3 steps: 1-2-3.

And there are our beds! Let's lie down and rest now. But wait—there's one last message for us on the computer. It says: "Welcome to XOGO, Earthlings!"

(End of story.)



Review

- What kind of movement did we do in outer space?

Add on Concept Exploration (15 min)

- Balancing game: Call out specific body parts they can place on the floor to balance (two hands and one foot, your back etc), or call out a number and they can place that number of body parts on the floor.
- Read a story and act it out again, but faster.

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Cognitive: Recognizing, recalling, identifying, differentiating, and sequencing movements.
- Metacognitive: Reflecting on their own and classmates' dancing.

Resources/Links

- *Bodily-kinesthetic intelligence* entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
- [Dancing Capital](#) (making shapes-more advanced): Make each shape with your body. Consider how the shape could/should be viewed by an audience. Experiment with transitions (linking movements) between shapes. Experiment with the ordering of shapes. Which order and which transitions are most effective? Rehearse and refine your movements until you have created a phrase of movement that you can repeat. How do you feel when you perform your phrase? What would you like to communicate to your audience with this phrase?
- "Movement Stories" by Helen Landalf and Pamela Gerke

Exhibit: Let's Dance!

Program: Act it Out: Movement Stories

Age: 2-6

Time: 2:30 - 3:15 pm

Act it Out: Levels & Pathways

Story 1: The Painter and the Elves

Story 2: The Pickle Who Took a Trip

Narrative: These movement stories are very movement oriented. It allows students to become the characters in the story, and move using the directions read aloud. In the first story students act as elves who are covering themselves in paint. They explore different body parts by using them to dance throughout space, varying pathways and levels. The second story the students become a pickle on an adventure. This pickle will reach high and low to explore levels. Overall, children will use their imaginations to illustrate what is happening in the stories with their body parts. They will take turns answering questions and following along as the educator recites the story. We will begin with a short warm-up, continue moving throughout our stories, and then discuss what we learned in the each story.

Objectives:

Students will...

- Identify body parts, and use them to narrate the movement story
- Explore levels in space while dancing: low, medium and high
- Explore pathways in space through travel
- Use their imaginations to act out the characters in the story

Creative Movement Concepts

- (Body) Body Parts: head, neck, shoulders, spine, arms, elbows, hands, stomach, hips, legs, feet etc
- (Space) **Levels: low, middle, high**
- (Space) **Pathways: straight, curved, zigzag**
- (Space) Relationships: over, under, around, through

Materials

- Numbered dots
- Movement story (or memorized)
- Comfortable clothing
- A painter outfit
- Your imagination

Vocabulary

Body parts- limbs or sections of your body; body parts can lead us through space or across the floor, move us along the floor, and help us create shapes.

Space- The area where you dance, floor and air.

Levels- How low or high you move; low, medium, high

Pathways- Pathways are the designs our bodies make as we move. This can be compared to a jet stream. Pathways can be created with an body part, on the floor or in the air.

Procedure

Warmup (10 min): Brainstorm your own stretches, make believe elements!

- Turn off the music and make an announcement that you will be starting a Move & Groove Sing Along program.

- Invite visitors to sit on one of the number dots placed in 2 or 3 straight lines. You can change the orientation and size of your program using these dots. You can use them to count, or have kids identify different numbers.
- While waiting for others to join, have visitors stand on a particular dot. If they are old enough, you can say “plus two” or “minus three” to have visitors change places on the dots. Which number are you on now?
- You can also look at the colors of the dots. If you are 3 years old find a red dot. If you have blue eyes find a blue dot etc. Waiting games like these will help kids stay engaged.
- Refer to other number dot games in the Take the Stage- Games lesson plan.
- Have the students sit down. Point toes, flex toes. Make your feet happy (flex) and make your feet sad (point). Can you make your feet nod yes? Can you make your feet shake no? Hug your legs putting your nose on your knees, and gradually straighten your legs while trying to keep your nose in place. How far can you go? Let’s do this again counting down from 10 seconds. Repeat during the 10 seconds. Let’s do this again counting down from 5 seconds. Repeat during the 5 seconds. How many seconds should we do this time?
- Now let’s pretend we are butterflies. Let’s put our feet together and flap our wings. Where is your butterfly flying to? Listen to answers. Can your butterfly fly very slow? Can your butterfly flap its wings and fly very fast? Put your head down and smell your smelly feet...ew!
- Stand up and tell the visitors that we are going to go on a journey today. Let’s reach up to the sky as high as we can reach. Our arms are *straight* and *extended*. Can we say that together? Straight and extended. This means our elbows are not bent and our shoulders are reaching nice and high. Now let’s put on our adventure hat. What color is your adventure hat? Listen to their answers. You can do other arm stretches: pull arm across chest, hands behind back etc.
- Now let’s crouch down as small as we can and pretend to be a seed. How small is your seed? Walk around and pretend to water each person. As you water them explain that they are now growing, slowly. Little by little grow bigger and turn into a flower and reach to the sky again.
- If you want to introduce physical activity, turn on a song and have them do some jumping jacks to the beat, march in place, or clap your hands.
- Have the students sit down to talk about the concept.

Concept Introduction (5 min)

- Today we will use different **body parts** during our movement story. Can everyone find their head? Where is your belly? Your chin? Your elbow? Your other elbow? How about your knees? Your toes?
- If you feel the need, you can sing a few verses of “Head, Shoulders, Knees and Toes”

Head and shoulders knees and toes
Knees and toes
Head and shoulders knees and toes
Knees and toes
Ad eyes and ears
And mouth and nose
Head and shoulders knees and toes
Knees and toes

Feet and tummies arms and chins
Arms and chins
Feet and tummies arms and chins
Arms and chins
And eyes and ears
And mouth and shins
Feet and tummies arms and chins
Arms and chins

Hands and fingers legs and lips
Legs and lips
Hands and fingers legs and lips
Legs and lips
And eyes and ears
And mouth and hips
Hands and fingers legs and lips
Legs and lips

- In our story today we will be moving in different **pathways**. **Pathways** are like design we paint on the floor or in the air with our **body parts**. Right where we are, let’s try painting a straight pathway in the air with our hands... (It is helpful to have visual examples of **pathways**. Draw a straight line, curved line, and zigzag on paper)
- Also in our story today we will exploring **levels**. A level is how low or high you make your body. Right now since we are standing we are at a *middle* level. Let’s get as *low* as we can! How low can you get? Now let’s try to be as tall and *high* as we can! This is our highest level, we can reach and even jump.
- The educator can sing Circle Time songs between stories!

The Painter and the Elves

Movement Story (5-10 min)

- This is done standing. You can begin with numbered dots for warm up, but take them away to begin the story.
- Talk about concepts of levels and pathways.
- You can try to have this story memorized, or read as you go. Either way, make sure you are modeling the movement for the learners, and correcting their postures as you go by pointing them out.
- Get into character! Wear a smock or an artist hat.
- Act out the story and get involved with the characters. Comment on the different colors that you see.
- Music Suggestion: sprightly or magical music.

(Before beginning the story, instruct children to "hide" together in a corner of the room.)

Once upon a time, there was a painter who loved to paint. She (or he) had many cans of paint of different colors spread out on the floor of her room. She had red paint, blue paint, yellow paint, green paint—all the colors of the rainbow.

Every night before the painter went to bed she put lids on her cans of paint so they wouldn't dry out. But one night she was so sleepy that she forgot to put the lids on. And who should sneak into the room that very night but some little elves.

(Motion for children to come out of their hiding place. Music begins.)

Well, when the elves saw the cans of paint, they were very excited. Each elf went over to a can of paint (each child finds a place to stand) and stuck one hand in it. They pulled out their hands to look. They were beautiful!

Next the elves stuck their heads in the paint. They got paint all over their hair.

Then they stuck their elbows in the paint.

They sat down in the paint and wiggled their bottoms.

Last of all, each elf jumped right into a can of paint and got paint all over its body.

Then the elves had a wonderful idea. "Let's paint the room and surprise the painter when she wakes up!" So they jumped right out of the cans and began skating straight pathways all over the room, like stripes.

They ran in curved pathways, painting letter "S"s or snakes on the floor.

They jumped in zigzags, making lightning designs with their feet.

Then the elves got right down on a low level and began to slither paint all over the floor with their tummies...and their backs...and even their sides.

They scooted designs with their bottoms.

They painted polka dots with their elbows and knees.

"Hey, we almost forgot to paint the ceiling!" said the elves, so they lept high in the air, flicking paint onto the ceiling with their fingers.

Soon the morning sun began to come up and all the elves hurried back to their hiding places.

(Music ends.)

When the painter woke up and saw her room, she couldn't believe her eyes. There were straight, curved, and zigzag designs all over the floor. There were even polka dots on the ceiling!

"Those naughty elves," she said. "They used my paint without asking my permission. I'm going to teach them a lesson."

So she emptied out all the cans of paint, and filled them with sticky glue.

Well, the next night when the painter was asleep, who should sneak into the room again, but those naughty little elves.

(Motion for children to enter. Music begins.)

They went right up to the cans of paint and without even looking they stuck one hand in. Their hands were stuck in the glue! They swung the paint cans from side to side but they wouldn't come off.

So they each stuck a foot in the can to help pull it off. But now their feet were stuck, too! The poor elves had to hop around the room on one foot. Just then, in walked the painter.

(Music ends.)

"You naughty elves," she said. "You used my paint without asking me first. But I can see that you're sorry, so I'll pull you out of the glue."

So, one by one, she pulled each elf out of its can. Then all the elves ran home.

(Gently lift each child a few inches off the ground for a moment. Then the children run back to their hiding places.)

And do you know—those elves never used the painter's paint without asking, ever again.

(End of story.)



Review

- What body parts did we use to paint? What pathways did we do? Can you show me?

The Pickle Who Took a Trip

Movement Story (5-10 min)

- This is done standing. You can begin with numbered dots for warm up, but take them away to begin the story.
- Talk about concepts of levels and pathways.
- You can try to have this story memorized, or read as you go. Either way, make sure you are modeling the movement for the learners, and correcting their postures as you go by pointing them out.
- Music Suggestion: perky, upbeat music

(Have children begin standing in a scattered formation in the room. Music begins.)

Once upon a time, there was a pickle who decided to take a trip. It packed its suitcase and started off. The pickle was so happy that it bounced along the road.

After a short time, the pickle came to a cave. Being a very curious pickle, it decided to explore. It crouched over on a middle level, feeling the walls of the cave with its hands as it walked.

The cave turned into a low tunnel and the pickle had to crawl on its hands and knees to get through.

The tunnel became even lower and the pickle had to slither through on its tummy.

At the end of the tunnel was a tiny hole, just big enough for the pickle to squeeze through. Then it began to roll and roll until...BOOM! It bumped into something soft and squishy. The pickle stuck its hand into the soft, squishy thing.

Then it stuck its foot in.

Then its head.

Then it broke off a little piece and tasted it. It was a giant marshmallow!

The pickle stood on tiptoe and saw that it was in a field of giant marshmallows that stretched as far as its eyes could see. So the pickle began to leap... hop... skip... and jump over the giant marshmallows.

(Give children twenty to thirty seconds here to explore high level movements.)

After all that leaping and jumping, the pickle began to feel tired, so it lay down on the ground to take a short nap. But just as it was about to fall asleep...

...the pickle looked up and saw that the giant marshmallows were starting to float away. So the pickle shouted "Hey, wait for me!" Would you like to say that? *(Repeat "Hey, wait for me!" with the children joining in.)*

The pickle jumped up and grabbed onto one of the giant marshmallows. Together they floated forward... backward... sideways... round and round in circles...

...until they came down for a landing in Slitherland, where snakes and other slimy creatures live. The pickle got right down on the ground and began to roll... slither... squirm... wriggle... and writhe with the snakes.

(Give children twenty to thirty seconds to explore low level movements.)

Suddenly, all the snakes slithered into little holes in the ground, and out floated some tiny bubbles. The pickle had to tiptoe very carefully all around the bubbles so they wouldn't pop. But all of a sudden...

Pop! Pop! Pop! The bubbles started popping the pickle into the air! Pop! Pop! Pop!

(You may want to demonstrate doing quick little jumps into the air. Give the children twenty to thirty seconds to explore sharp jumping movements.)

When all the bubbles had popped, the giant marshmallow started to float away again but the pickle shouted, "Hey, wait for me!"

One last time the pickle and the marshmallow floated forward... backward... sideways... round and round...until they were right above the pickle's house.

When the pickle saw its very own house down below, it let go of the giant marshmallow and gently melted to the ground. It rolled up the stairs and straight into bed where it fell fast asleep.

And that is the story of the pickle who took a trip.

(Music ends. End of story.)

Review

- What ways did the pickle move on high levels? What ways did the pickle move on low levels?

Add on Concept Exploration (15 min)

- For the first story, instead of telling students which **body part** to dip in paint, ask them to call out suggestions for the group, or individually decide, without speaking, which **body parts** to use.
- Play Follow the Leader. Have one student be the leader who decides which pathways they will take! Create Ss, Cs, lines, zig zags and more.
- Read the story and act it out again, but faster.

NYC Dance Blueprint grade 2 benchmarks:

- Physical: Self-control, refinement of gross motor skills, development of fine motor skills, and understanding of the relationship between their bodies and the space around them.
- Social/affective: Listening, responding, taking turns and working cooperatively in a group.
- Aesthetic: Choosing and expressing preference for dance movements.

Resources/Links

- *Bodily-kinesthetic intelligence* entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
- "Movement Stories" by Helen Landalf and Pamela Gerke