



## Second Grade Dance Projects

### Objectives

- ❖ To use the art of choreography to explore different academic skills.
- ❖ To encourage each student to express him / herself through movement, both structured and creative.
- ❖ To look at dance as an art form and begin developing an appreciation for different dance forms.
- ❖ To allow students to experience the joy of dance.
- ❖ To introduce dance to those students who have not had the opportunity to explore dance based movement activities.
- ❖ To encourage students who have an interest in dance to continue to pursue opportunities which will enhance their personal development and appreciation of the art form.

**Physical Education I- Dance & Choreography** (approx activity length 40 minutes)**Equipment**

Something to play music on (stereo, mp3 player and speakers, etc)

A clock with a second hand, stopwatch or timer

The song "Get the Party Started" by The Party Cats (Kids Dance Party CD) (warm up song 1)

[Download full cd here from Amazon](#)

[Download the single song here from Amazon](#)

The song "Celebrate" by The Party Cats (Kids Dance Party CD) (warm up song 2)

[Download the single song here from Amazon](#)

These songs and cd are also available for download through itunes

If you want to use different songs, the warmup exercise will work with songs which are approximately 7 ¼ minutes long with a beat range of 112 - 120 beats per minute

The song "Cotton Eyed Joe" by The Party Cats (Kids Dance Party CD)

[Download the single song here from Amazon](#)

This song is also available for download through itunes

Other versions of this song will work as well. The version referenced above is about 3 ½ minutes long.

The song "You Can't Touch This" by The Party Cats (Kids Dance Party CD)

[Download single song here from Amazon](#)

This song is also available for download through itunes

Or any other high energy age appropriate song. Beats per minute is not important, the song is approximately 4 ½ minutes in length

**Warm up** (approximate activity length 8 minutes)

Divide the students into lines so that they have room to move side to side while being able to maintain their personal space.

This warm up is a level more challenging than the activity presented in the **National Dance Week First Grade Lesson Plans**. The material presented in the First Grade lesson plan is appropriate for 2<sup>nd</sup> graders as well if you feel that this version would be overwhelming to your students.

Explain to the students the benefits of warming up the body for activity. Remind the students that warming up their brains by working on coordination and musicality is just as important as getting their hearts pumping and warming up their joints and muscles. If you are facing the students to demonstrate, remember to use the opposite side of your body from what you are saying so that the students can mirror you.

**Physical Education - Dance and Choreography continued**

Each interval is 15 seconds. During this series, present the students with the goal of keeping their feet moving together as they complete the other activities.

**Song 1 – Get this Party Started**

- Interval 1** Step to the right side with the right foot, tap the left foot closed to the right foot, reverse and continue to alternate sides
- Interval 2** Continue moving the feet as above, but add a clap at the same time as the foot taps
- Interval 3** Continue to move the feet as above and relax the arms by the sides, nod the head “yes” avoiding any sharp head movements. The head movements do not have to time with the feet.
- Interval 4** Return to step, tap with a clap
- Interval 5** Continue to move the feet as above and relax the arms by the sides, shake the head “no” avoiding any sharp head movements. The head movements do not have to time with the feet.
- Interval 6** Return to step, tap with a clap
- Interval 7** Step wide with the feet and instead of tapping closed, straighten one leg and tap the foot more side, at the same time stretch one arm overhead and climb an invisible rope
- Interval 8** Continue the same movement of the feet and legs, but change the overhead movement to more of a side bend – reaching towards the far corners of the room
- Interval 9** Return to the step, tap with a clap.
- Interval 10** Continue the step, tap with the feet and bend the elbows so that the hands are approximately shoulder high, shrug the shoulders up and down in an expression of “I don’t know”
- Interval 11** Stop the feet, have the students stand on one foot and bend the opposite knee. Circle the ankle of the foot that is in the air clockwise and counter clockwise.
- Interval 12** Repeat #11 on the second side.
- Interval 13** Step on one foot and kick the other leg as high as it can go, continue to alternate legs.

**Physical Education - Dance and Choreography continued**

## Song 2 – Celebrate

- Interval 1** Step the right foot to the right, close the left foot to the right foot, step the right foot to the right and tap the left foot closed. Reverse and continue to alternate this pattern from side to side (step, together, step, touch is a quick way to say the pattern).
- Interval 2** The same as #1 adding a clap at the same time as the foot taps
- Interval 3** The same as #2 but replace the tap with a jump closing the feet together.
- Interval 4** Return to version #1.
- Interval 5** Keep the feet moving in the same pattern as #1 and when the movement travels to the right, lift and drop the right shoulder as many times as possible. When moving to the left lift and lower the left shoulder as many times as possible.
- Interval 6** Continue the same movement of the feet and circle both shoulders back and around
- Interval 7** Continue the same movement of the feet and circle both shoulders front and around.
- Interval 8** Continue the feet and circle the shoulders back when moving to the right and forward when moving to the left.
- Interval 9** Stop moving the feet and open them to about hip width and bend both knees. Lift the arms out to the sides and slide the ribcage from one side to the other.
- Interval 10** Place the hands on the hips and shift the ribcage forward and backward
- Interval 11** Draw a clockwise circle with the torso, trying to keep from the hips down still
- Interval 12** Draw a counterclockwise circle with the torso, trying to keep from the hips down still
- Interval 13** Swing the hips from side to side
- Interval 14** Circle the hips in a clockwise circle
- Interval 15** Circle the hips in a counter clockwise circle
- Interval 16** Return to the step, together, step jump combination (#3 above)

When the music is finished, have all of the students raise their right arm in the air and take a large bow.

**Physical Education - Dance and Choreography continued****Choreographed Dance** (approximate activity length 20 minutes)

Have the students divide into multiple lines as for the warm up activity earlier.  
Ask the students what the word chassé sounds like (correct answer – chase)  
The word chassé means “to chase” and the 2<sup>nd</sup> foot will chase the first foot.

A chassé starts with the knees soft, slide one foot to the side and then close the second foot to the first foot. Depending on the speed and abilities of the students there might be a small jump before closing the feet.

Have the students do 8 chassé to the right and then 8 to the left.

Next, place the heel of the right foot in front of the body, toes in the air looking away from the body, jump and switch feet so the left foot is now in front, heel on the floor and toes facing away from the body. Continue to jump and change feet 14 more times (so that you have completed 8 sets of right/left in total)

Repeat the 16 jumps at a quicker speed.

Have the students place their hands on their hips and practice the following sequence  
Jump right foot front (as described above) and hold  
Jump left foot front (as described above) and hold  
Jump right, left, right and together (as described above – no holds)

Chassé to the right 4 times (8 counts)  
Chassé to the left 4 times (8 counts)

Repeat the jump and chassé combination 3 more times. If the majority of the students appear comfortable continue to the next section, if they don't continue practicing that part until they are more comfortable with it.

Walk forward right, left, right, tap left to right  
Walk backward left, right, left, tap right to left

Repeat this forward and backward pattern 3 more times (again continue to practice just that section if needed).

Put on the music and try each section with the music 4 times (continue longer if needed).  
The music for this dance is “Cotton Eyed Jo”. This is a good time to explain to the students that often times the same music is used for different dance choreography. Choreography is the process of creating a dance.

**Physical Education - Dance and Choreography continued**

Continue playing the music and put both sections together

The whole sequence now looks like this:

Counts	Steps
1,2	Jump right foot front, hold
3,4	Jump left foot front, hold
5,6,7,8	Jump right, left, right, together
1-8	Chassé to the right 4 times
1-8	Chassé to the left 4 times
1-4	Walk front, right, left, right, tap left
5-8	Walk back left, right, left, tap right

Have the students continue to repeat these 32 counts until the music ends.

Change the students' formation so that they are either in 1 large circle or 2 separate circles.

Have the students perform the dance in a circle instead of in lines. They will now need to remember their rights and lefts more because the person across from them will appear to be doing the opposite. Continue this for the duration of the song.

If having the students in a circle is a very easy transition, have the students make two circles (one inside the other). The students on the inside of the circle face the outside and the dancers on the outside face the inside. Make sure there is enough space between the circles that the dancers can take 4 steps towards each other without stepping on each other. Have the students continue repeating the dance for the duration of the song.

**Physical Education - Dance and Choreography continued****Dance Relay Races** (approximate activity length 12 minutes)

Use the song "You Can't Touch This" or whatever song you chose to replace it.

Explain to the students how a relay race works. Instead of running between two points, the students will use dance steps to travel between the points.

Divide the students into groups of 5 students. Divide the gym into the same number of sections that you have groups. You want the length of their section to be about  $\frac{1}{2}$  the width of the gym, the width of the section can be fairly narrow. Use cones, markers or tape lines to mark start and end points for each group.

Each team member will use a different dance movement to reach the cone and return. Success can be determined by speed, creativity of movement, musicality, energy and stage presence among other factors.

The students perform their movement from the starting line to the end point and then repeat it back to where they started. Encourage students to use both sides of their body and have fun.

A sample relays is:

Student 1 – chassé

Student 2 – leap (a jump that goes from 1 foot to the other foot)

Student 3 – hop (take off and land on the same foot)

Student 4 – jump (take off and land on 2 feet)

Student 5 – turn

After all students go, repeat the relay with the student who went as #1 now going as #5 and everyone else moving up 1 place. Repeat the whole sequence 5 times so every student has a chance to use every dance movement.

\* A second Physical Education lesson plan is available at the end of this document. The second lesson is part of a multi class project which includes art and music activities.

**Math Skills – Patterns** (approximate activity length – 30-45 minutes)**Equipment**

*A piece of instrumental music of moderate tempo*

*Equipment to play the above piece of music*

*Paper*

*Pencil*

*Space for the students to move in safely*

**Movement Exercise**

Divide the students into pairs or groups of 3 (depending on your class size).

Give the students an 8 count movement combination and tell them that this is pattern "A". Some examples are:

- Walk, walk, jump, walk, walk, turn, pose, hold
- Run, run, leap, walk, walk, pose, hold, turn
- Jump, walk, walk, walk, turn, pose, hold, hold
- Walk, clap, walk, clap, walk, clap, clap, jump

Have the students write that combination down

Ask each pair or group of students to create an 8 count pattern of their own. Have them write this pattern down and label it "B". Remind the students to have everyone participate in creating this pattern.

The students then create a pattern by combining the two movement patterns ("A" and "B") for a total of 32 counts or 4 repetitions.

Some possibilities are:

- A, B, A, B
- A, A, B, A
- A, B, B, A,
- A, A, B, B,
- B, A, A, B

Allow the students to practice until 15 minutes remain of class time. Have the students sit around the edge of the open space and have each pair or group perform their pattern. Have the students watching the performance try to determine the pattern sequence.

**Language Arts – Punctuation** (approximate activity length – 30 - 45 minutes)**Equipment***Black or White board + appropriate writing instrument**Paper**Pencil**Space for the students to move in safely***Discussion / Writing** (allow approximately 10 minutes for this section)

Talk about the characteristics of different punctuation marks:

- A comma indicates a pause during a sentence
- A period indicates a full stop at the end of a statement
- A question mark indicates a question or uncertainty at the end of a sentence
- An exclamation mark indicates a feeling of strong emotion at the end of a sentence

Give the students a piece of paper and pencil.

Write the phrase, "***I am*** ***happy***  
***sad***  
***angry***  
***tired***

on the board. Ask the students to select one of the feelings and then copy the sentence onto his / her paper. Have the students end their sentence with either a period or exclamation point depending on how strongly they feel that feeling.

Next, write the phrase, "***I like to*** \_\_\_\_\_, \_\_\_\_\_ ***(,) and***  
\_\_\_\_\_."

on the board. The second comma is considered optional by many, include it or omit it as appropriate for your teaching. Have the students copy the phrase asking them to replace the \_\_\_\_\_ with 3 activities that they can demonstrate in the classroom.

Ask the students to write a question that they can ask through body language, reminding them to add a question mark at the end. Some ideas are:

- What time is it?
- May I borrow your pencil?
- Is it lunch time?

### Language Arts - Movement Exercise

Depending on your class size and the amount of time left in your class, this activity may span more than 1 class to give everyone a turn at presenting all 3 exercises or you might divide the class into 2 or 3 sections. If 2 sections, all of the students perform activity #1 and then half perform #2 and the other half perform #3. If 3 sections each section performs 1 activity. If you have a classroom aide, there is also the option of dividing the class in half and making 2 movement areas.

If possible have the students sit in a large semi circle. The student performing moves to the front of the semi circle and faces the rest of the class.

Have each student perform their first sentence for the rest of the class by movement and facial expression, not speaking. Ask the other students to guess the emotion / feeling. Next have the students who watched the performance decide if the strength was a period or exclamation mark. Have the performer take a bow, but ask the "audience" to hold their applause until the end of all of the performances. Continue until all of the students have a turn.

Remind students that a comma indicates a pause. Have each student come up and demonstrate their 3 movements with a brief pause between each. Ask the other students to guess what 3 activities the performer enjoys doing. Encourage the performer to take a bow after he / she has completed their movements, but ask the "audience" to hold their applause until everyone has completed their performance. Continue until all of the students have a turn.

Select 2 students to come into the semi circle. One will ask their question through movement and the 2<sup>nd</sup> student will try to determine what they are asking and answer with words. The student who just guessed the answer will then be the one to ask their question and the next student in line will provide the answer.

**Science / Health - Joints** (approximate activity length 20 - 30 minutes)**Equipment**

*Optional – a skeleton or diagram of the bones of the body*

*Optional – a song about bones, such as "Dry Bones" from the Rain Man Soundtrack*

*Optional – something to play the music on if it is being used*

**Movement Exercise**

Talk about the joints in the body, how they move and what joints are similar. Have the students move the joint that you are discussing to connect the words with the movements.

- Toes
  - Try wiggling them in their shoes
  - Compare Toes and fingers
  - Ask how many toes they have on each foot and between both feet
  
- Ankles
  - Stretch the ankle to move your toes away from you – this is often called pointing the foot
  - Pull the foot towards you, this is called flexing the foot.
  - Explain that when a joint is flexed, the bones get closer together, when it is extended the bones move further apart.
  - Draw a circle with the foot at the ankle
  - Compare the ankle to the wrist
  
- Knees
  - Bend the knee – ask the students if this is flexing or extending
  - Ask the students if the knee can make a circle like the ankle did (correct answer – no)
  - Compare the knee to the elbow
  
- Hips -Have the students stand up and place their hands at the crease of their hip and thigh
  - Lift one leg to the front (the knee can be bent or straight depending on balance)
  - Stretch the same leg behind them, either in the air or on the floor
  - Which direction felt like it was squishing their fingers because the bones were coming closer together? (correct answer – front)
  - Is the front movement flex or extend?
  - Place one hand on a sturdy object (desk, wall, chair back, friend's hand) and lift the opposite leg, the free arm can be out for balance or on the waist. Draw a circle with the lifted leg – either with a bent knee or straight leg depending on space and balance.
  - Compare the hip to the shoulder

**Science / Health continued**

- Spine – these movements can be done sitting or standing
  - Explain that the spine is a series of joints, not just one joint
  - It starts at the base of the neck and continues all the way down to the pelvis
  - When the spine flexes, our backs round
  - Round forward, starting with the head and continuing with the rest of the spine. Roll back up to the starting position, stressing that the head is the last thing to come back into place.
  - Find the collar bones with the fingers and lift the collar bones towards the ceiling to create an arch in the back. Remind the students to keep the head and neck alignment to avoid injury.
  - Turn the head from side to side
  - Turn the torso from side to side trying to keep the pelvis still
  - Side bend the neck so that the ear is coming closer to the shoulder (like you are holding a phone between your ear and shoulder)
  - Side bend the torso (keep the head in line with the neck) while trying to keep the rest of the body still
  
- Shoulders
  - Lift the shoulders towards the ears
  - Press the shoulders as far down as possible
  - Pull the shoulders forward
  - Pull the shoulders backwards
  - Raise the arms in front of the shoulders
  - Press the arms down and behind the body
  - Which of these two directions is flexing the shoulder joint (correct answer – forward)
  - Place the hands atop the shoulders and circle the shoulders in both directions
  - Keep the arms long and make circles with the arms in the shoulder socket in both directions
  - Lift the arms out to the sides (if going higher than the shoulders, keep the thumbs facing towards the ceiling to prevent shoulder injury)
  
- Elbows
  - Bend and stretch the elbows
  - Which is flexed (correct answer – bent)
  - Can the elbow make a circle (correct answer – no)
  
- Wrist
  - Bend the wrist so that the palm of the hand moves towards the body
  - Bend the wrist so that the palm of the hand moves away from the body
  - Circle the wrist

**Science / Health continued**

- Fingers
  - Curl the fingers
  - Spread the fingers apart
  - Wave the fingers

If you have a skeleton or bone chart available, ask a student to come up and find the joints and bones that are being discussed for each part of the body.

If you have a piece of music and equipment to play it, conclude the lesson by having the students make up a dance trying to use as many of the joint movements above as possible.

**Social Studies – Preserving History**

(approximate activity length 30 - 45 minutes)

**Equipment***A computer with access to the internet**A monitor or projector to show the videos*

*It would be helpful if the students could be seated in 1 area for viewing and discussion and have open space to try modeling the movements.*

Dance has been a method of story telling, communicating and recording events since ancient times. The dances are passed down through the generations to preserve the history of the culture.

Native Americans use dance to tell stories, give thanks, show respect to nature and as a form of prayer.

Show the first 1 minute and 35 seconds of the following clip from the internet - [Click here to play you tube video](#)

When the clip is finished, ask the students questions about it. Some suggestions are:

- What animal does the dancer represent? (correct answer – an eagle)
- Did any particular movements make you think of an eagle? – allow students to demonstrate their answers
- What did the costume make them think of?

Replay the clip and ask the students to watch it again, now trying to find the eagle's movements in the dance.

Have the students move to the open space and perform some of the steps that they saw in the video.

Have the students return to the viewing area.

The Maori are the native people of New Zealand. Their warriors performed a Haka before going into battle. The goal of the dance was to intimidate their opponents and scare them before the fighting ever began. The All Blacks are the primary Rugby team in New Zealand. Rugby is a sport similar to football. Before starting a match, the All Blacks take the field and perform a Haka to scare the other team.

[Click here to show you tube video](#)

When the clip is finished, ask the students questions about it and comparing it to the first dance.

Some suggestions are:

- What did you notice the players doing that could be scary?
- Were the players smiling?
- Did the dance seem loud or soft?
- How do you think this dance makes the other team feel?

**Social Studies – Cultural Exploration – continued**

[Click here to play you tube video](#)

This shows the Haka in costume with the painted faces and gives a little bit of background on how dancers are learning the movements today.

Ask the students about the similarities and differences that they noticed in the two versions of the Haka.

Allow the students to get up and try some of the movements and facial expressions that they observed in the video clips and then return to the viewing area.

The history of the Hawaiian Islands has been passed down for generations through a combination of chanting and dancing. The dance is known as hula. In hula, the hands tell the story by using movements to indicate objects or occurrences.

Play the following clip [Click here to play you tube video](#)

(please note this clip is often preceded by a short commercial. You might want to turn the volume down until the ad is complete).

In the clip the instructor teaches the basic arm and head movement (called a vamp). She then teaches the hand movements that symbolize sun, rain, house, palm tree and waves. Have the students watch the clip once and then rewind it to approximately 23 seconds and copy the movements with her. If you have the ability to easily pause the playback you might want to have the instructor demonstrate the movement and then pause the clip until the students have copied it. Continue this sequence through all of the movements.

Have the students divide into groups and allow them time to practice creating the movement and copying it. Have the students return to the viewing area.

Play the following clip - [Click here to play you tube video](#)

Have the students watch and as they are watching it, call out the hand gestures that they can recognize.

**Art / Music / PE – Drum Based Activities**

(approx activity length 3 classes)

**Art****Equipment***An oatmeal box with lid for each student**Paper or fabric to cover the sides with**or**Paint to paint the sides with**Twine, ribbon, yarn, string to decorate the sides with**Glue**Construction paper or other heavier weight paper in strips for a top and bottom border**2 new pencils or thin dowels (unsharpened) for each student**2 cotton balls for each student**2 elastic/rubber bands for each student**2 -3 inch square pieces of fabric for each student*

Talk about the use of drums in music and the relationship between music and dance. With the exception of the Rugby team, all of the dance performances that the students would have watched in the previous exercise use drumming as part of their musical accompaniment.

Have the students build their drums during one class and then allow them to dry overnight before using them in another class.

**Drum Construction**

1. Glue the lid back onto the oatmeal canister.
2. Either wrap the sides (not top or bottom) of the drum in either paper or fabric. Or paint the sides of the drum.
3. Create a design out of the string (yarn, ribbon etc) along the sides of the drum.
4. Add a top and bottom border (about 2 inches wide) out of paper, going around the drum.
5. Glue a cotton ball to the eraser end of each pencil.
6. Place the cotton ball side down on the square of fabric and gather the fabric around the pencil.
7. Secure with a rubber band. Repeat on the 2<sup>nd</sup> side. These are your drum sticks.

Allow all of the pieces to dry overnight before using them.

**Music**

Have the students practice different patterns of drum beats. Try some of the following patterns (R = right hand / stick, L=left hand stick) and then reverse the sides:

- R, L, R, L
- R, L, L, R
- R, L, L, L
- R, R, L, L
- R, R, R, L

Repeat the combinations above with the students using their hands instead of their sticks.

Have the students move into a large circle. Play a 4 count rhythm on your drum. Have the students repeat it. Try 3 or 4 more combinations with the students repeating it after you. Once they are successful at repeating 4 counts, increase your combination to 8 counts. Repeat this exercise 3-4 more times.

**Trading 8's**

Have 1 student move into the center of the circle and play an 8 beat rhythm. Have he or she repeat the rhythm.

All of the students in the circle then repeat the rhythm 2 times.

The next student in the circle moves into the center and the process repeats itself until everyone has had a turn.

**Physical Education**

Divide the students into small groups. Half of the group will play a drum rhythm and the other half will create a dance to it. The dance should be approximately 30 seconds – 1 minute long.

Have the students perform their music and choreography for the other groups.

Reverse the roles and repeat the exercise.