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Resource ID#: 164371

Water Dancing

In this lesson, students will learn about the movement of water. In particular, flow (as in the flow of a stream), force (as in the force of a rushing wave) and fall (as in the fall of water in a waterfall). Students will create movements to imitate water and culminate in a student created dance.

Subject(s): Dance

Grade Level(s): K

Intended Audience: [Educators](#)

Suggested Technology: Computer for Presenter, LCD Projector, Overhead Projector, Computer Media Player, Smart Phone/Tablet

Instructional Time: 1 Hour(s) 30 Minute(s)

Keywords: water, flow, force, fall, dance, water dance

Resource Collection: Arts for a Complete Education (ACE)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

The students will be able to:

- Build vocabulary related to water and movement.
- Recognize possible body exploration of fluid, free and adaptive movements.
- Demonstrate various ways in which water moves. For example: pour, splatter and drip.
- Create a culminating sequence in which they consolidate their learning of water movements.
- Create a movement journal by drawing pictures of water and movement.

Indicators of Success:

- Students use key vocabulary to describe created movement.
- Students are able to develop three movements in a culminating sequence. For example: pour, splatter and drip movement in a sequential dance.
- Students are able to use spatial awareness in a movement sequence.
- Students are able to ponder movements through reflecting on a movement journal.

Prior Knowledge: What prior knowledge should students have for this lesson?

Key Vocabulary:

- Pour – to cause to flow in a stream.
- Splatter – to scatter or fall in or as if in drops.
- Drip – to let fall drops of moisture.
- Fluid – a substance tending to flow.
- Flow – a smooth movement.

Guiding Questions: What are the guiding questions for this lesson?

How does water move and flow?

How can I translate water (flow, force and fall) into kinesthetic movement using my own body?

Teaching Phase: How will the teacher present the concept or skill to students?

Allow students to experience water and how it moves and flows. Some examples of ways you can experiment with water:

Pour water into containers using pitchers to observe the flow of the water.

Splatter water around the tarp with fly swatters to observe the force of the water drops

Drip water with turkey basters onto the tarp to observe the fall of the water drops

Pour water over students hands

Expand the discussion.

What do you use water for in your home?

Have you ever watched rain trickle down a window pane or pour out of a pitcher into a drinking glass?

What kind of activities do you use water for?

Discuss safety with water

Show pictures of different sources of water. For example: waterfalls, ponds, streams, oceans and water fountains.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

With teacher guidance, students will create movements to imitate the flow, force and fall motion of water.

Students will practice the dance moves mimicing the movements of the teacher.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Upon completion of the dance, students will independently create pictures of the movement and produce a movement journal.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

As the teacher reads the book *Water Dance*, by Thomas Locker, students create movements based upon the words in the story, moving as if they were the water.

The lesson will culminate in a water dance with movements developed by the students. Students should develop three movements in a culminating sequence while using spatial awareness in the sequence.

Options for music:

"Water" Symphony No.3, Movement 4, Jonathon Green

"The Raindrops" Prelude, op. 28, no 15 Frederic Chopin

"Swinging in the Rain" Music for Little People, Maria Muldaur

Summative Assessment

During the final water dance, students should be assessed based on the following key success criteria:

Students use key vocabulary to describe created movement.

Students have developed three movements in a culminating sequence. For example: pour, splatter and drip movement in a sequential dance.

Students are able to use spatial awareness in a movement sequence.

Evidence in Journal: Students are able to ponder movements through reflecting on a movement journal.

Formative Assessment

During the exploration phase, the teacher should ask questions to gauge student knowledge of water.

Student journals will allow the teacher to determine the level of student understanding of how water moves. Teacher can then provide appropriate support.

Feedback to Students

As students create their own movements the teacher should circulate and check for understanding and re-direct students as needed.

Guiding questions might include:

What water movement are you representing?

How can you make your movement flow like water?

How does water move?

What does water movement look like?

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Teach children the American Sign Language signs for listen, look, and water. Use the signs during the activities.

Tape the tarp to the floor so children in wheelchairs can move freely on the surface to explore the pouring,

splattering, and dripping of the water. For children with cognitive disabilities, learning disabilities and attention deficit directly teach the flow, force and falling movements to imitate the motion of water. Model one movement and have the children practice it before moving on to the others, one at a time.

When children move in the Water Dance, give verbal cues when it's time to change the movements (e.g. from flowing to falling drops). This will assist students with visual disabilities as well.

Extensions:

Create a scarf dance to depict the various ways in which water moves while listening to one of the suggested pieces of music.

Respond through movement as a rainstick or ocean drum is played to create a variety of water sounds.

Suggested Technology: Computer for Presenter, LCD Projector, Overhead Projector, Computer Media Player, Smart Phone/Tablet

Special Materials Needed:

Funnels

Dishpans or bowls

Tarp for floor

Pitcher

Spoons

Paper

Crayons

Yarn to attach movement journal

Hole punch

Fly swatter

Duct tape

Pictures of waterfalls, ponds, water fountains and oceans.

Turkey basters

Further Recommendations:

Additional Literacy Resources

The Incredible Water Show by Debra Frasier

Water Dance by Thomas Locker

Bringing the Rain to Kapiti Plain by Verna Ardema Beatriz Vidal

SOURCE AND ACCESS INFORMATION

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Related Standards

Name	Description
DA.K.C.1.1:	Associate and identify words of action or feeling with watching or performing simple dances.
	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.
DA.K.C.2.1:	Remarks/Examples: e.g., turtle: slow; rabbit: fast
DA.K.S.2.1:	Follow classroom directions.