

Circumference Dance

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Time Needed: 15-20 minutes

Arts Focus: Dance
Math Focus: Geometry

Age Range: 3-5

Mini-Lesson Description:

In this lesson, learners will explore the math concept of “circumference” by using their bodies in space. Learners will explore circles, circumference, and elements of dance.

Key Concepts: Circumference; Inside and Outside; Elements of Dance; Locomotor and Non-Locomotor; Circles; Kinesthetic.

Materials Needed/Prep:

- A space to safely move around in
- Something to mark a circle on the ground (e.g., chalk on a sidewalk, yarn on the carpet, a circle shaped rug, several washcloths or pieces of paper laid out in a circle).
- Optional: Music (recorded, live, or use body percussion)

Step-by-Step:

1. **Set Up:** Make a circle on the ground. The circle should be big enough for at least one person to move around inside safely. Take turns in the middle if you don't have a large space.
2. **Defining Circumference:** The distance around the edge of the circle is called the circumference. Say that together three times: “*Circumference. Circumference. Circumference!*” Circles have a circumference.
3. Instruct learners to sit around the circumference of the circle. This is how we will pause. Often, we hear ‘sit in a circle’, but now we know a more accurate request would be to ‘sit on the circumference of the circle’.

Let's Get Moving:

4. Have learners explore some different ways they can move safely around the circumference. For example:
 - Walking, skipping, sliding, tip toe, waddle, etc.
5. Explore using an element of dance: speed. Start by exploring with slow speed. Ask learners:
 - *Can you slowly walk around the circumference of the circle? What other movements we can do slow?*
 - *Can you freeze when we say “stop”?* If using music, stop the music when it's time to stop.
6. Pause and sit on the circumference. Have learners reflect and share what they noticed. What it easy or challenging?
7. Now, explore fast speed by bringing the movement inside the circle, not touching the circumference. Do whatever is safe here and take turns as needed. Prompt the learners:
 - Try hopping, shaking arms, or stretching quickly. *What other movements we can you do fast?*
 - *Can you freeze when we say “stop”?* Use music if you want.
8. Pause again and find somewhere on the circumference to sit. Do we have enough participants to make the circumference of the circle with our bodies, fingertip-to-toe laying down or fingertip-to-fingertip sitting up?
9. Repeat the movements, switching speeds. Explore movements inside the circle and on the circumference. Fun combinations to try are: tiptoeing fast around the circumference and swaying slow inside the circle, crawling slow around the circumference and jumping fast inside the circle, marching fast around the circumference and pushing slow inside the circle.
10. Pause between movements to reflect. Take turns decide what speed and movement to use next. Have fun!

Variations and Next Steps:

- Repeat the activity using different elements of dance. Instead of fast and slow speed, explore heavy or light, sharp or smooth, big or small, high or low.
- Drawing a line that cuts the circle in half (the diameter). Use locomotor movements like tiptoe and march to move along the diameter. Use non-locomotor movements like sway and wiggle on the circumference.
- Use other shapes (e.g., squares, rectangles, triangles, pentagons, octagons). The outside edge of these shapes is called the perimeter.

Standards

WA State Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Performance Standard (DA:Cr.1.1.1) a. Explore movement inspired by a variety of stimuli and identify the source. b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

Math Standard: (CCSS.MATH.CONTENT.K.G.A.1) Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.

Watch a video of this Creative Start Mini-Lesson and find more at: <https://www.arts.wa.gov/creative-start-studio/>