

Shapes & Movement

Artist/Author: Christian J Barrios



Time Needed: 30 minutes

Arts Focus: Dance, Movement
Math Focus: Geometry

Age Range: 3-5

Mini-Lesson Description:

In this lesson, learners will connect concepts of movement with geometric shapes. Learners will gain awareness of their bodies, rhythm, and joyful movement.

Key Concepts:

Shapes; Patterns; Body Awareness; Repetitions; Sequence; Mindfulness

Materials Needed/Prep:

- Space to move around safely
- Cut out paper shapes: a circle, a triangle, and a square

Step-by-Step:

Breath Awareness

1. This can be done sitting or standing. On the count of three, inhale and open your arms out wide. Exhale, bringing your hands together in front of you.
2. Take three breaths together. Find the rhythm of breath going in and out.

Geometric Shapes

3. Introduce the different cut-out geometric shapes—a circle, a triangle, and a square.
4. Practice the names of the shapes by holding each up and saying the name together: “*Circle! Triangle! Square!*”
5. Hold up each paper shape and ask:
 - What examples of this shape have you seen in your world? Home? School? Neighborhood?

Geometric Movements

6. Move to a space where you can move freely and safely. Hold up each paper shape again and ask:
 - Can you make this shape with your whole body? Can you make this shape with just your hands? (Lead the learner(s) with examples, modeling many ways of showing the shape with the body.)
 - Can you make the shape small? Can you make the shape medium? Can you make it large?
 - Can you hold your shape for 30 seconds or even a 1 minute?
7. Get moving, celebrate learning some shapes, and have fun!

Variations and Next Steps:

- Sequence and Pattern:
 - Arrange the paper shapes on the floor. Name the shape sequence aloud together, then do the sequence of movements together.
 - Practice the sequence and repeat it—now you have made a pattern. Example: “*Square, circle, triangle, square, circle, triangle, square, circle, triangle...*”. Put music on and dance the shape pattern!
- Make a pile with lots of paper shapes to build longer sequences. See how many difference sequences you can follow.
- Add more shapes! Learn their names! Try new patterns!

Standards

WA State Dance Anchor Standard 1: Generate and conceptualize artistic ideas and work. **Performance Standard:** (DA:Cr1.1.K) a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance). b. Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance.

Math Standards: ([CCSS.MATH.CONTENT.K.G.A.2](https://www.arts.wa.gov/creative-start-studio/)) Correctly name shapes regardless of their orientations or overall size.

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