


Lesson Title:	Dancing Math Shapes	
Arts Content Focus:	Dance	Non-Arts Content Focus: Math

Lesson at a Glance	Lesson Summary <i>2-3 sentence lesson "snapshot":</i>	Photo <i>What does this work look like? Student work examples:</i>
	Students use dance to learn math. They listen and discuss a book like <i>All Shapes Matter</i> and then create geometric shapes using their bodies. They play the follow the leader game "What the Hexagon" with a partner.	

Setting the Stage	Who & Where	Community Collaboration <i>What actions can I take to include and invite:</i>
	<p>Author(s): Turner Cagle, Sabian Pleasant, with Gary Reed</p> <p>Cultural Identity of Author(s) - optional: African-American, Euro-American</p> <p>Learning Setting: Pre-school, daycare, or classroom.</p> <p>Student Age Range: Ages 4 - 7</p> <p>Time Needed: 10-20 minutes.</p> <p>Materials: See <i>Relevant Resources</i>, below.</p>	<p>Local Artists: Sabian Pleasant, Dancer and Choreographer</p> <p>Elders and Families: Quarterly Family Arts Nights: Arts in Schools, Arts to Home, Arts from Home, Community Arts Museums.</p> <p>Languages: English/English Language Learners.</p>

Learning Goals

Big Idea(s) & Key Concepts

What concept matters most to my students? For example: Pattern; Active Voice; Volume; Collaboration.

We can find geometric shapes in our classroom, our communities, and our bodies.

Skills & Thinking

*Briefly describe the arts and non-arts content goals. *See Related Resources for a sample of selected standards.*

1. Comprehends and responds to books.
2. Explores making geometric shapes with their body.
3. Acts as a leader and a follower with a partner.

Looking for Learning

What will we see and hear that shows student learning?

1. Interacts during read-aloud(s) and book conversations.
2. Creates shapes with their body that show shapes such as square, rectangle, triangle, circle, or hexagon.
3. Initiates and follows movement with a partner.

Learning with Students

Lesson Step-by-Step

Time Needed	Teacher Script <i>Describe what it is you are going to do. For example: Demonstrate; Question; Listen; Participate, Invite.</i>	Looking for Learning <i>What do you want your students to know and do? For example: Arrange; Respond; Express; Copy; Perform.</i>
2 minutes	Gather students' attention to discuss lesson.	Gathers in the reading space.
3 minutes: Students sit in reading space.	Introduce concept of shapes being different. Show the Music Video: <i>Shapes Song</i> by Mr. Woodland https://www.youtube.com/watch?v=ulRpLmNsp0s	Listens and attends to introduction.
10 minutes	Read the Book: <i>All Shapes Matter</i> by Chakra Sreekanth. Another book you could use is <i>City Shapes</i> by Diana Murray.	Sits and attends to the book.
5 minutes	Discuss the Book: <i>What are the shapes in the book? How are they different? How are they similar?</i>	Engages in discussion of the book. Discusses differences and similarities in geometric shapes.
5 minutes: Students sit and then stand to	Demonstrate and guide creating geometric shapes using their bodies to in self-space.	Makes small and large geometric shapes with their bodies in one spot.

Lesson Plan template designed by ArtsWA, Creative Start Team (Updated August 2020).

Find more lesson plan examples and teaching resources at: <https://www.arts.wa.gov/creative-start-studio/>.

Learning with Students

make shapes in self-space.	<i>We'll make squares, rectangles, triangles, circles, and hexagons. Make the shapes small by using your hands. Make the shapes big by using your whole bodies.</i>	
2 minutes: Students move to a circle.	Ask students to tiptoe quietly from Reading Space to the Dancing Space (Circle).	Tiptoes quietly to a circle for dancing.
5 minutes	Lead a physical warm-up like the BrainDance to focus students' attention and to warm up their body parts and full bodies in preparation for dancing.	Follows the teacher in warm-up.
5 minutes	Introduce the dance follow the leader game "What the Hexagon," a game where students celebrate the differences in shapes by mirroring (copying) each other to look the same. <i>I'll be the leader and you'll be my followers. I will use my body to make geometric shapes and you will be my mirrors and copy me.</i>	Copies the teacher, making geometric shapes with their bodies.
5 minutes	Model "What the Hexagon" with a volunteer. <i>Now I will demonstrate mirroring with a partner. The first leader will use their body to make geometric shapes and their partner will copy them. When I say "What the Hexagon," we will switch leadership, so the other person will be the leader.</i> Pair up the students.	Watches others model then gets into pairs.
10 minutes: Students find empty space with their partners.	Guide students as they perform "What the Hexagon" with a partner. <i>When you hear "What the Hexagon!" switch leaders and continue mirroring each other.</i>	Leads and follows, initiating and mirroring geometric shapes. Changes leadership when they hear "What the Hexagon."

After Teaching

	Reflection on Learning	Next Steps
	<i>What did students say and do to show learning? Where were students successful? What were some barriers and challenges?</i>	<i>How will you celebrate student successes? How will you address identified barriers and challenges?</i>
	Students create geometric shapes with their bodies. Students act as both leaders and followers making geometric shapes as they perform "What the Hexagon" with a partner.	Students draw and identify the geometric shapes that they danced.

Related Resources

Materials Needed

Books:
All Shapes Matter by Chakra Sreekanth,
City Shapes by Diana Murray
(English and Spanish)

Music Video:
Shapes Song by Mr. Woodland
<https://www.youtube.com/watch?v=ulRpLmNsp0s>

Sound System:
Ion Speaker

Standards

Note: *Standards are intended as a guide to encourage developmentally appropriate, complex thinking in the arts and beyond. Notice the emphasis on creating, performing, responding, and connecting (as opposed to creating an object or product only).*

Relevant Sample Standards:

Dance

Performance Standard (DA:Pr4.1.K)

- a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), change levels, and vary in size (large/small).

See more Dance Standards [here](#).

Math

CCSS.MATH.CONTENT.K.G.B.5

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

See more Math Standards [here](#).