**Lesson Title:** Going on an Easter Egg Hunt! **Room Requirements & Arrangement:** Open space (if desks and chairs please

**Content Area & Arts Discipline:** Holidays & Dance move to the perimeter of the room)

**Overview of the Lesson:** The many festivities and **Materials/Equipment:** Boombox,

traditions associated with a secular Easter celebration: Classical music (YoYo Ma, World music),egg hunt, the Easter Bunny and coloring eggs. poster of colors (listed) and markers

**Grade Level:** Kindergarten Date Lesson Created: April 2014

**Proposed Time Frame:** 30 minutes Lesson Author: Julie White

**Big Idea & Learning Objectives**

1. The student will learn how to represent different colors through different qualities of movement (specific assigned action words) and how the primary colors combine to make different colors and likewise, the assigned movements combine to make new movements.
2. The student will understand pathways in dance and learn and use them to create floor patterns that represent the patterns done on Easter eggs.
3. The student will know and take part in celebrating (through movement) the many festivities that make the Easter holiday fun and memorable.

**Procedures**

***Affective Hook:*** What holiday is coming? Easter! Who can tell me some of the fun things we do at Easter time? (egg hunt, coloring eggs, getting baskets of goodies). What animal is associated with Easter? What is his job? Today, we are going to celebrate the Easter holiday through movement!

***Relevance:*** It is important to learn about the holidays because our celebrations help us to remember who we are and what matters to us. Easter celebrations in America can also be very different from the Easter celebrations done throughout the world. It is fun to know what makes us unique so we can share this with others and also appreciate what makes others’ unique and different from us.

***Introduction of Concept & Warm-Up*: *Easter Bunny Dance!***

Have the students stand up and find a personal assigned space. I recommend putting Easter egg stickers on the floor and having students pick one that is theirs, or cutting out Easter egg pictures (ideally with their name on it) and having the students take one and placing it somewhere on the floor and standing on it. This is where they return to throughout class.

Teach them the following movement sequence. The teacher needs to face the students when demonstrating and make sure to mirror what they do (right is left and left is right). Have the students try each thing out until they are confident and then return to the beginning of the dance and accumulate the steps. Don’t wait until the end to do this…it is too much to remember. Instead after each new part, return to the beginning of the dance and “review from the top” then add on a bit more until they are done. The students will need the practice for retention as well. Pick a moderate-tempo classical music song (YoYo Ma is great) that is upbeat. The dance takes energy which is great for kids. The teacher should dance fully the first time and then use their words to support sequencing and full performance of movement after that. Properly taught, the kids won’t need assistance (continued full demonstration) in this way any longer.

* Look right, look left, look right, look left with arms above head and waving right, left, right, left (bunny ears)
* Hop right, left, right, left with arms in front of chest doing bunny hands
* Move hips right, left and shake your tail feather and repeat
* Hop forward, back, forward, back and then right, left, right, left
* Do eight quick hops around in a circle
* Finish with three big hops where you make any kind of shape in the air you want
* Repeat the dance three times (to warm up the body and get a confidence performance from students)

***Investigation of Concept: Coloring Eggs***

Have students sit down on their spot. The teacher explains to them that they are now going to begin using movement to decorate their very own egg which is going to be their body! Ask the students to make the shape of an egg. Remind them that you shouldn’t color an egg unless it is hard boiled, so you need to take a minute to cook them. Ask them to lay down on their spot in the shape of their egg, and imagine that they are in a big pot of water. Tell them to feel light and to “float” there in their oval shape. Then let them know that the water is getting hotter and starting to have little bubbles in it. Have them shift right and left (rolling gently side to side) in response to this. Then the water is really hot and boils. Have them vibrate, shimmy, wiggle, roll around on their spot to represent this. Let them do this for 30 seconds and then freeze! Tell them they are now fully cooked and need to cool off. Have them take three deep breaths and blow the air out of their mouths. With each exhale their egg cools off and gets ready to color.

Tell the students that they can color their egg any color they choose but they need to learn all the colors first and what movement goes with each one. Pull out the poster with the primary colors listed and tell students what movement coordinates with each. Have them read/say each one with the teacher.

* Red: Shake hands/arms over head
* Yellow: Jump in place
* Blue: Roll hips

Have the students stand in place and try each one. Let the students experiment with each one for about 30 seconds, letting them investigate movement possibilities. The teacher cues students during this process, suggesting ways they might try new things (different directions, different speeds, etc) and giving “I See” statements to encourage creativity, clarity and dancing with appropriate focus and energy.

The teacher will then ask students to sit once more and help her figure out what the rest of the colors look like in terms of movement based on what colors combine to make a new color. Ask for a volunteer to identify what colors need to combine and then the teacher can guide students (through writing it out on the poster and having students say it as well) what movements combine. After each color is figured out, have students stand and try it in place for a brief moment and then sit back down and do the remaining colors.

* Orange (Yellow and Red): Jump in place while hands/arms shake over head
* Purple (Blue and Red): Roll hips while hands/arms shake over head
* Green (Blue and Yellow): Roll hips while jumping in place

After the colors have been identified and accompanying movement set, have the students stand in place and tell them that they will be playing “Simon Says” to practice. The teacher will call out a color and see how fast everyone in the class can remember and do the right movement. The teacher will go through all the colors at least once. The teacher will ask the students to do their favorite color as they turn to face the back of the room and sit back down on their spot (new facing.

***Development of Concept: Designing the Egg***

Now that we have our colors mixed up and ready to go, we have to be able to do cool patterns on our egg as well. Sitting in place, the teacher asks the students to trace (with their index finger in space) a straight line (first up and down and then side to side). Then ask them to draw a curved line, a circular line, a zig zag line. Then repeat each of these but replace their finger with different body parts. Draw the straight line with the top of their head, the curvy/curved line with their toe on the floor, the circular line with their elbow, and the zig zag line with their shoulder. Explain to them that they can do these patterns standing in place or moving out into space. Ask the students to stand and let them know that how well they focus and dance fully in place will determine if they “earn” being able to dance around the room. The teacher encourages them to be ready and do their best. The teacher than plays music and lets students investigate making all different kinds of patterns using their whole body but staying in place. She calls out different body parts, directions, levels, speeds, etc. to encourage creativity.

If the students do a good job, they can then trace these same patterns on the floor by walking them. Have the students move forward and back in a straight line (always returning to their spot). Then have them do a curving path side to side. Then a circular path around their spot and a zig zag path away from their spot and back to it. Ask them to try each again but give them a specific movement to do with each (specific suggestions are below but ideally the students volunteer ideas and the teacher decides based on what they suggest, what to do on each path. Whenever possible and appropriate, interactive instruction is ideal in a creative classroom).

* Straight: hop on one foot
* Curved: shuffle/slide
* Circular: skip
* Zig Zag: jump

***Culmination of the Concept: Easter Egg Hunt!***

The class will be divided in half. One half will be the eggs and one half will be the Easter egg hunters. Each group will be given five minutes to work on creating their egg colors and designs. Students can work together on this as a large group, with a partner or on their own – whatever they prefer or the teacher thinks is best. Every student needs to be at least two colors and at have at least one pattern (that is done in place with a body part). In other words, the eggs dance in place. The teacher and teaching assistant can assist within the two groups in whatever ways are needed. Music should be played in the background to control volume of working students (classroom management) and support appropriate energy and creative exploration of possibilities.

Once the students have made their “eggs”, the teacher should count to three and ask them all to dance their eggs together at the same time for one final practice. She should let them know that they need to keep this memorized and perform their chosen movement with clarity and energy so that others can figure out what they are.

Then the two groups will split. The eggs will stay on the floor and when the music starts will begin dancing their egg movements. The other group will observe the dancing, and when directed by the teacher, use the moving floor patterns to move through the eggs for about 30 seconds doing any movement they choose (they are hunting eggs). They are not to touch the eggs and the eggs need to keep dancing fully. At the end of the 30 seconds, whatever egg they are closest to they observe carefully for another ten seconds and try to figure out their two colors and pattern. At the end of this time, everyone has a seat right where they are and the teacher asks for hunter volunteers to tell what they think their egg was. Ask a few volunteers then change the groups roles and repeat the process. The teacher should thank the students for their dancing when this exercise is done.

***Closure:*** Today we learned about some of the things that make Easter great and that we can look forward to celebrating during this holiday. We also learned about pathways and floor patterns in dance, and how colors and movement can both combine to make new colors and movements. It is great to use our bodies to help us understand and also experience learning about something. Great work today everyone!

***Dismissal:*** Ask the students to make the shape of an egg in their bodies (standing) and move slow motion to their place in line which the teacher explains is one giant Easter basket waiting for them to slowly hop in to.

**Extended Learning Activities**

* Give students pictures of Easter eggs. Have them color them in and then dance the colors they chose (more formalized and specific than above). Or have them trade pictures with a friend and dance that person’s picture.
* Have the students do the above, but in a large group with a very large picture of a blank oval egg. Put on music and have them draw patterns on the egg and then get up and dance the patterns as a group. Post the picture on the wall for their reference and encourage them to do all types of movement when they are dancing the patterns and to not worry about being perfect.
* Have a bunch of colored scarves for the students and ask each student to pick one color out. Do an improvisation where the teacher turns on music and asks the students to dance what “red feels like” using their red scarf. Have each color go. Let the scarves be how they “color” their egg in the final dance or let the entire class become an egg and this can be how color is shown (instructional time saving option).

**Teacher Key for Easter Egg Coloring with Movement**

*\*This can also be distributed to students as a handout if pictures/visual aids replace words as the typical K student is still learning to read text.*

**Colors**

Red = shake hands over head

Yellow = jump

Blue = roll the hips

Green (Yellow + Blue) = jump and roll the hips

Orange (Red + Yellow) = shake hands over head and jump

Purple (Red + Blue) = shake hands over head and roll the hips

**Patterns**

Zig zag

Straight

Circular/Curved