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| **Lesson Plan:** Show Me Your Colors! | **Room Requirements & Arrangement:** Open space (if desk or chairs are in the way, these are to be moved to the walls of the room to create open space) |
| **Content Area & Arts Discipline:**  Color Identification and Dance |  |
| **Overview of the Lesson:**  Students will understand that primary colors, represented by specific movements/actions, combine to create additional colors, just as movement can be combined to create different kinds of dancing. Students will also use dance elements to manipulate given movement to represent different shades of the same color. | **Materials/Equipment:** CD, boombox, drum,  crayons (4 sets of yellow, blue, red, and many shades of the colors purple, orange, and green), colored paper labeled with associated movement  **School:** Pontotoc Elementary School, Pontotoc, MS |
| **Grade Level:** Kindergarten | **Date Lesson Created:** January 2015 |
| **Proposed Time Frame:** 30 -45 minutes | **Lesson Author:** Julie White |

**Big Ideas & Learning Objectives**

1. The student will be able to clearly identify and articulate the three primary colors (red, yellow, blue) as well as the colors they combine to create (purple, orange, green).
2. The student will understand that the correlation between combining several movements to change the overall movement and combining several colors to change the overall color.
3. The student will investigate various “actions” (types of movement) in dance, as well as how to manipulate them (level, size, speed) to represent “shades” of a color
4. The student will work in small groups to create a “color dance” that will share what they know and can apply/further developo, both academically and creatively.

**Procedures**

***Affective Hook*:** Whose favorite color is red? Blue? Yellow? How about purple? Green? Orange? Can anyone tell me what the first three colors have in common and what makes them special? You hint is that they also have a name. That’s right – “primary colors.” What does this mean? That’s right – they can be combined to create different colors (the other three that I mentioned before). In dance, we can do the same thing. Each movement done is very specific, but when combined with other movements, can become something completely new. Today we will combine movements to represent combining colors so you can understand in your body that some colors have several colors in the mix.

***Relevance*:** Why is it important to know our colors? It is important to be able to describe something correctly and in detail. For example, if I told you I had a yellow banana at lunch, you would think this was delicious. If I told you it was brown, you might not want to take a bite if I offered. Some things are defined by their color, some are not, but it is important to be able to recognize and also create them if need be. All colors also have many different shades possible, just like all movement can be performed in different ways. Today will help you understand how this can be done, with colors and with movement.

***Introduction of Participation Expectations***

This is a special kind of class. You need to give me your full attention and do your best to watch me as I teach. In a movement class, you follow-the-leader and what you see me do as much as you listen to what I am saying and follow spoken directions. You also want to be spatially aware and respectful of those around you. Keep your body to yourself and stay safe in your movement above all else – there is no room for horseplay if we are going to get to everything that we have planned! We will be working together in teams for part of this class, which is important to know how to do well, and I will be asking for volunteers to help me be leaders and demonstrators as well. I always choose students who are paying attention and eager to try things. Make it clear to me if this is you from the beginning of class so I notice you and ask you to help me teach! Finally, we have a special “cue” for attention in class because we are moving a lot. Doing a hand signal doesn’t work. (Model call-and-response and have students practice it several times). Any questions? Now we are ready to go.

***Warm-up*: *BrainDance***

*Music: Andy Monroe (Track #1)*

Follow my lead but feel free to explore. We will be moving in all different kinds of ways in the warm-up. Do your best to do everything clearly. We will do the warm-up in place.

* *Breath* – inhale with arms reaching up and down (put on artist’s smock, hat)
* *Tactile* – brush, pat, squeeze, tap (rinse off paint brushes)
* *Core/Distal* – reaching out (humid, big) and in (arrange colored paints around you)
* *Head/Tail* – bobble head traveling down the spine, fast and slow motion (shake the paint cans)
* *Upper/Lower* – smear the paint on the canvas (upper), nail the canvas in a frame (lower)
* *Right/Left* – body parts then whole side of body (paint colors with the right and left sides of the body with different
* motions…swiping, dabbing, stabbing, brushing, swooshing, etc.)
* *Cross Lateral* – slow marching with big legs (walk through the museum and see art)
* *Vestibular* – spin three times to each side stopping in between to settle dizziness (travel back to the classroom)

*Discussion: We did all types of movement during our warm-up. Can anyone name one type of movement for me? That’s right – jumping, slashing, tapping, wiggling. Good. Today we will continue to explore all the different ways our body can move in place and through the class space.*

***Review of Concept: Primary Colors and More***

Share Affective Hook and Relevance and review and name primary colors and the colors they create in combination. The teacher will formatively (visually and verbally) assess student understanding before proceeding.

***Introduction of Concept: Manipulating Movement***

*Music: Andy Monroe (Track #3)*

*Exploration of three main “opposites” in dance elements (size, level, and speed) to represent “light” and “dark” colors and how movement and colors can have many different appearances based on how they are “created/performed”*

* **Concept: Level. Movement: Wiggle.**

Have the students remain seated and wiggle their arm above their head, at chest level, and towards the floor. Ask them to do this with a different body part (3 levels). Then ask them to stand and repeat this with greater range: arms, different body part, and finally whole body (possible standing). The teacher will ask them to do the movement at each level while identifying the correct level as they go, and also encourage and recognize creativity. High level = light color. Low level = dark color.

* **Concept: Size. Movement: Bounce.**

Have the students return to a seated position and bounce their hand. Repeat with a torso that bounces. Have them do each of these small and large (movements). The teacher will ask students to stand and will ask each student to pick a new way to show bounce in one body part, and then do this very small (movement hardly visible) and very large (as exaggerated as possible). Finally, the teacher will ask students to show “bounce” with their entire body, first small and then big. Big = light color. Small = dark color.

* **Concept: Speed. Movement: Flick.**

Have the students return to a seated position and demonstrate a flick with their finger, then their hand, their arms, their legs, their head, and then their entire bodies. Have each student pick their favorite way to “flick” and then explore doing this movement very quickly and very slowly. Repeat the movement once more repeating it within the assigned speed. Fast = light color. Slow = dark color.

* **Modeled Example: Red.**

Teach students the assigned movement for “red” (shake hands above their head). Ask them to dance a light red; the teacher will lead the shake through the associated movement manipulations (high level, big in size, fast). The teacher will hold up several differently colored red crayons to show how many “reds” exist based on how light or dark the color is. The teacher will then lead students through dancing a dark red, by asking them to shake their hands above their head at low level, small in size, and slowly).

*Discussion: The teacher will explain that color, like movement, can have “shades” of the original but still be considered the same thing. Students will be directed to keep these manipulations in mind for their final “color dance” where they will want to decide if their colors are a light or dark version of their chosen color (i.e. light or dark blue) and show this through movement.*

***Development of Concept: Dancing the Colors***

*Music: Andy Monroe (Track #4)*

The teacher will instruct students to learn the following color/movement associations and take time to first briefly (30 – 60 seconds) explore each through guided improvisation:

* Red: shake hands above head
* Blue: roll hips
* Yellow: jump in place

The teacher will then ask for volunteers to stand before the class and represent a primary color both through holding a colored sheet of paper representing their assigned color and demonstrating the assigned movement. The teacher will then physically combine the students in terms of location (side by side), having them show their individual movements, and then working together to put the two movements together to create a new color. For example: red and blue make purple. Once the new color is created, an additional volunteer is brought to the front of the classroom and given their colored piece of paper and demonstrates the combined movement alongside their primary color peers’ dancing.

* Purple: shake hands above head while rolling hips (red and blue combined)
* Green: roll hips while jumping in place (blue and yellow combined)
* Orange: shake hands above head while jumping in place (red and yellow combined)

Once all colors and color combinations have been discussed and demonstrated, volunteer students will be thanked by the teacher, applauded by their peers, and will return to their personal space. All students will then dance each color, guided by the teacher’s reminders about assigned movement.

***Culmination of Concept: Creating a “Color Dance”***

*Music: Andy Monroe (Track #5/working in groups and Track #6/performing in groups)*

The students will be put into small groups (5 – 6 students each) and will be given a bag with three crayons – red, blue, yellow. Each group will choose two of these crayons (i.e. yellow and red) and then identify the third color (i.e. orange) they make in combination. A group representative will then approach the teacher to ask for this color and also decide what shade they want (i.e. dark orange).

Each group will then choose a different movement to represent each of the primary colors and then combine these movements to demonstrate the third color. The teacher will encourage students to do one color in their upper body and another in their lower body for easier movement combinations, but will encourage creativity above all. Finally the students will show whether their third color is light or dark by adjusting the movement in either size, level, or speed.

Allow 5 minutes for each group to 1) decide on the two colors they want to combine, identify the third color and decide on what shade it will be, 2) investigate what kind of movement can be used to show these clearly and creatively, and 3) can perform their dance without talking and confidently (memorized).

***Differentiated Learning for Culminating Activity***

*Below Grade Level:* Have students demonstrate three colors but without shading

*On Grade Level:* Have students demonstrate three colors, with shading, and in clear unison with group members (memorized and confident in execution)

*Above Grade Level:* Have students demonstrate three colors, with shading, and with different types of movement manipulations (2 or more) to demonstrate shading choice.

***Performance (time allowing and volunteer only; ideally all groups show)***

Each group will be asked to share their “color dance.” The teacher will solicit feedback that focuses on what movement was creative and how clear movement was in showing each color and the shade of their combined color. All performers bow after performing, and all audience members clap before this discussion takes place.

***Closure***

Today we explored colors through movement and how certain colors can combine to make new colors. We also showed different “shades” of the same color by doing the same movement but differently by adjusting its size, level, and speed.

**Extended Learning Activities**

1. Introduce the concepts of pathways (straight, curved, circular, zig zag) and directions (forward, backwards, sideways, diagonal) that can then be added into movement that is done to represent different colors so that students can “paint patterns with their bodies/movement” or “move” their colors through space and demonstrate their colors in a more complex way.
2. Give the students colorful pictures (recognized artists OR have students work with their own artwork done in class). Have them identify several colors and patterns that they then create movement to represent, either in small groups or as individuals.
3. Have the students listen to a selection of music and draw what they hear/feel/experience. Have them exchange this drawing with a classmate and then put students in small groups and ask each group to select one person’s drawing. The group will then make a dance to represent this drawing. Each student will create a movement to represent a certain color in the drawing, and all pathways/patterns will be demonstrated as well by a member/several members of the group.
4. The teacher will create a simple “pathway dance” that leads students through each spatial pattern and also integrates movement that the students are doing to represent the colors.

*Example* (done repeatedly, ideally four times for confidence and clarity in execution):

* Tip-toe forward for 4 counts and backwards for 4 counts on a straight path
* Run in a circle to the right for 8 counts
* Jump together right and then left four times on a zip zag path to the side/right
* Shuffle backwards for 8 counts (to the left) on a curved path

The teacher can add challenge to this activity by adding in arms for each movement/pathway

(i.e. straight path -- circling arms; circular path -- pumping arms; zig zag path – hands grab

something in space; curved path – hands reach in front of body and wave quickly).

1. Read a children’s book that focuses on colors and have students dance associated “color movements” each time a specific color is named, thus introducing movement into the reading process and increasing student interaction in instruction, as well as comprehension and retention of the story.