

**Lesson Plan:** "Spheres of Influence!"

**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:** Science and Dance

**Overview of the Lesson:** Introducing the Earth's four spheres: biosphere, hydrosphere, lithosphere, and atmosphere. Teaching students the dance elements of level (low, middle, high) and movement qualities (sharp vs. light).

**Materials/Equipment:** CD, boombox, dry erase board and marker, dancing scarves

**School:** Poplar Springs Elementary School, Meridian, MS

**Grade Level:** 5<sup>th</sup> Grade

**Date Lesson Created:** January 2018

**Proposed Time Frame:** 60 minutes

**Lesson Author:** Julie White

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### **Big Ideas & Learning Objectives**

1. The student will be introduced to the four Earth spheres of hydrosphere, lithosphere, atmosphere, and biosphere (and in this order) doing specific movements/activities that focus on the chief characteristics of each.
2. The student will correctly identify the water cycle (hydrosphere), the upper layers of the lithosphere, the five layers of the atmosphere, and then understand that these collectively comprise the Earth's biosphere.
3. The student will clearly demonstrate an understanding of levels and given movement qualities used to represent the many Earth spheres.
4. The student will participate, practice, and perform movement individually and in group work with clarity, creativity, and confidence. The student will work cooperatively and respectfully with peers and the instructor throughout the class.

### **Procedures**

**Affective Hook:** Who thinks that living on Mars someday would be really cool? Who thinks it will happen sooner than later? Me too! To make this possible, scientists are working to create a "biosphere" on Mars that can sustain life. A biosphere is any closed system that supports life and includes a hydrosphere, lithosphere, and atmosphere. Earth is a biosphere and contains all of these spheres and that is what I am going to teach you about today.

**Relevance:** It is important to know how the Earth's different spheres are essential to the planet as a whole and to us as its caretakers. By learning about Earth's spheres through movement, we get to use the arts to understand the chief characteristics of each, and like the Earth, move!

**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. 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 (define a good volunteer). 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 (model call-and-response and have students practice it several times). Any questions? Now we are ready to go.

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

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 and it is designed to help you focus, get your body and brain talking to and working together, and get your muscles ready to do any kind of movement needed! This BrainDance focuses on levels and qualities of movement to preview the dance elements of the lesson.

- Breath (inhale and exhale four times). Perform this smoothly. Move the arms up with each inhale (high level).
- Tactile (brush the body, squeeze the body, pat the body, tickle the body). Do each a very different way...exploring “how” we do movement (qualities).
- Core/Distal (expand and contract – stretch into a big “X” and then contract into the belly button, repeat four times and attempt doing the last few expansions on one leg!). Alternate doing the expansions and contractions sharp/fast and soft/slow. Reach up (high level).
- Head/Tail (the bobble head and moving one part of the spine at a time and then altogether slow and fast). Keep the movement slow and smooth.
- Upper/Lower (paint the ceiling with feet planted and then hands on hips and move just the legs). Stress the movement happening at high (arms) and low (legs) levels and encourage students to move in sharp and smooth ways.
- Right/Left (sharp point with arm and leg on the right and soft point with arm and leg on the left; repeat 8 times each side working to make each one really distinct from the other). Qualities of movements and sharp vs. smooth.
- Cross Lateral (elbow to opposite knee, deepening the stretch by touching the opposite foot if desired). Point out being at low level.
- Vestibular (three spins to the right and jump to a freeze, breath and shake out the dizzies and then repeat to the other side). Focus on speed and a sharp big jump at the end. Always finish the BrainDance with three big breaths that return the students to a seated position where volunteer expectations can be briefly introduced/reviewed and the themes of the day can be verbally shared (both academic and dance).

### **Activity One (Introduction of Movement Concept): Hydrosphere**

The teacher will

### **Activity Two (Exploration of Movement Concept): The Atmosphere**

The students will

### **Activity Three (Development of Movement Concepts): The Lithosphere**

The teacher will

### **Activity Four (Culmination of Combined Academic and Movement Concepts): Dancing the Earth’s Biosphere!**

