

LOCOMOTION, TIME AND SHAPES

Performance Standard Da25A26A26B.A (dance)

Run and skip to drumbeats and create body shapes to verbal cues accordingly:

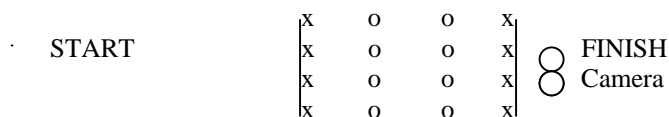
- *Knowledge:* Know the terminology and the step patterns and create body shapes when moving to drumbeats.
- *Process:* Perform to drumbeats step patterns that require walking, running and skipping actions and verbal cues.
- *Creative Expression:* Create a different body shape (i.e., stretched, curled, angular, and twisted) each time a shape is required, maintaining complete stillness during time required to hold a body shape.

Procedures

1. *In order to understand the sensory elements, organizational principals and expressive qualities of the arts (25A), understand processes, traditional tools and modern technologies used in the arts (26A), and apply skills and knowledge necessary to create and perform in one or more of the arts (26B)*, students should experience learning opportunities to develop the following:
 - Identify basic locomotor and non-locomotor movements.
 - Explore body shapes.
 - Identify quick/slow, strong/light movements.
 - Explore one idea/element (e.g., level or body shape).
 - Perform basic locomotor and non-locomotor movements.
 - Imitate body shapes (stretched, curled, angular, and twisted).
 - Explore time elements (fast/slow, tempos, beat & rhythms) in response to verbal cues.

Note: Four half hour lessons should be dedicated to creating body shapes (stretched, curled, angular, and twisted) on different bases of support (feet, seat, knees or trunk). During those same lessons students should be given practice in responding to changes in speed of drumbeats through clapping, and/or moving different body parts while in place and traveling on straight pathways to beats that require the walk, run and skip. Review the meaning of the term locomotor. Review the locomotor movements previously practiced (walk, run, skip). Review the sounds that accompany these actions. Assign the partner with whom each child will be working and record in writing for future reference. Become very familiar with the criteria in the scoring rubric. Be sure that the equipment for each group is reserved and ready. Introduce and practice the assessment procedures.

2. Designate and prepare the assessment area as follows:
 - Place 4 evenly spaced cones or poly spots on the starting line. Be sure that the distance between each cone is no greater than the scope of the camera lens while videotaping.
 - Place 2 cones/poly spots on the finishing line opposite each of the starting place markers.
 - Place a video camera just behind and at the center of the finishing line. The area used for the assessment must be clearly marked to include the range limit of the video camera area in which students are performing.
 - The camera must be focused to include the feet of the children while they are traveling and the whole body when making body shapes. The camera must focus on the children throughout each of their performances.
 - Student performance should be videotaped by an assistant.
 - Use the videotaped performance to rate student performance.
 - Designate the assessment space between the starting and finishing lines, for each group, by placing the first hoop on the floor at a place 1/3 of the distance from the starting line, a second hoop 1/3 of the distance from the first hoop, and a third hoop on the finish line.



3. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work. Assign partners. Send the first couple to the starting line and assign a cone/poly spot behind which each child should stand. (The other couples will line-up in like order behind the first couple.) Each couple, after lining-up behind their cone/poly spot will be seated facing the finishing line at the opposite end of the room.
4. Ask students to watch while you demonstrate the assessment procedures and tell them:
 - When it is your turn to perform you stand in place, listen to the drumbeat and then decide if it tells you to walk, run or skip. Listen carefully before you start traveling. Remember that the drum tells you a special way to travel. You must decide if it tells you to walk, or run or skip.
 - When you come to the first hoop stop and wait outside the hoop. When I say, "shape", step inside the hoop and create a special body shape. You must freeze and remain very still until the drum starts to beat again.
 - When the drum starts to beat again you must listen and decide what locomotor movement you hear being played. Start traveling when you decide if the drum tells you to walk, run or skip.
 - When you come to the next hoop stop and wait outside the hoop. When I say "shape", step inside the hoop make a different body shape with different body parts touching the floor. Freeze in that shape remaining very still until the drum starts to beat again.
 - When you hear the drumbeating again you must listen closely and decide which locomotor movement you hear being played. When you decide which way the drum is telling you to travel you will travel all the way to the end line, make a new shape with different body parts touching the floor.
5. Before proceeding with the assessment, ask questions to be sure they know what to do (i.e., Where do you start? What do you listen for when the drum plays? What kind of shapes can you make when you are in a hoop? What body parts can you make body shapes on? When do you start traveling again? How can you travel? What shape can you make when you come to the next hoop? etc.).
6. When playing the drum for locomotor movements rotate the order for each new group:
 - a. walk, run, skip
 - b. skip, walk, run
 - c. run, skip, walk
 Repeat this sequence as many times as needed.
7. Once the test has begun, do not coach the students other than giving the cues for starting, listening, and the time for making a shape. The teacher must be the person who plays the drum and gives the signals for the children.
8. It is recommended that you view each group as many times as necessary and do not attempt to assign a score for any participant during first viewing.
9. Evaluate each student's work using the "Locomotion, Time and Shapes Rubric" as follows:
 - *Knowledge*: Understanding of the terminology and step patterns to create body shapes and incorporate use of body parts when moving to drumbeats was demonstrated while performing to drumbeats and creating body shapes.
 - *Process*: Walking, running and skipping was executed with proper transfer of weight. Body parts caused locomotor movements to appear more animated. All actions extremely well controlled and coordinated. Instinctively and accurately responded to the drum and word cues. Demonstrated complete awareness of simple time changes.
 - *Creative Expression*: Created a different body shape (stretched, curled, angular or twisted) on a different base of support each time a shape was required. Maintained complete stillness during time required to hold a shape.

Examples of Student Work not available

Time Requirements

- Four class periods prior to assessment
- One class period for assessment

Resources

- Well-lighted large room with clear, clean floors, lines clearly marked at each end of the floor, cones designating the area within which dancers must remain for scope of camera
- Two cones/poly spots to designate the starting place for dancers in each line
- Six hoops to mark the place for each dancer to stop and make shapes
- Drum
- Video camera with microphone and tripod
- Locomotion, Time and Shapes Rubric

NAME _____ DATE _____

LOCOMOTION, TIME AND SHAPES

- Exceeds = 11 - 12 total points
- Meets = 9 - 10 total points
- Approaches = 6 - 8 total points
- Begins = 1 - 5 total points

	KNOWLEDGE/PROCESS		CREATIVE EXPRESSION
	Performing	Identifying	Creating
4	<ul style="list-style-type: none"> • Walk, run, skip executed with proper transfer of weight. • Body parts caused locomotor movements to appear more animated. • All actions extremely were well-controlled and coordinated. 	<ul style="list-style-type: none"> • Instinctively and accurately responded to the drum and word cues. • Demonstrated complete awareness of simple time changes. 	<ul style="list-style-type: none"> • Created a different body shape on a different base of support each time a shape was required. • Maintained complete stillness during time required to hold a body shape.
3	<ul style="list-style-type: none"> • Walk, run and/or skip executed with minor corrections in transfer of weight. • Body parts caused locomotor movements to appear more animated during most of the performance. • Actions were controlled and coordinated during most of the performances. 	<ul style="list-style-type: none"> • Hesitated briefly before responding to the drum and word cues. • Exhibited awareness of simple time changes during most of the performance. 	<ul style="list-style-type: none"> • Created a different body shape. • Each time a shape was required, not all shapes were on different bases. • Brief moments when stillness was lost during time required to hold a body shape.
2	<ul style="list-style-type: none"> • Walk, run and/or skip executed with continual need for correction in transfer of weight. • Body parts caused locomotor movements to appear animated during brief moments of the performance. • Actions were controlled and coordinated during brief moments of the performance. 	<ul style="list-style-type: none"> • Watched others before responding to the drum and word cues. • Exhibited awareness of simple time changes during brief moments of the performance. 	<ul style="list-style-type: none"> • The same shapes and bases of support were repeated through the performance. • Brief moments when stillness was accomplished during time required to hold a body shape.
1	<ul style="list-style-type: none"> • Student responses indicated the need for extended practice of movements, shapes and response to accompaniment. 	<ul style="list-style-type: none"> • Student responses indicated need for extended practice in response to drum and word cues. 	<ul style="list-style-type: none"> • Student responses indicated need for extended practice in creating shapes and maintaining stillness.
0	<ul style="list-style-type: none"> • Missing and/or incorrect 	<ul style="list-style-type: none"> • Missing and/or incorrect 	<ul style="list-style-type: none"> • Missing and/or incorrect
Score			