Lesson Plan Title
Planets Dance

Grade Level
2nd grade

Subject Area
Science

MSCCRS
E.2.8.3 Observe and compare the details in images of the moon and planets using the perspective of the naked eye, telescopes, and data from space exploration.

Art Form
Dance

MSCCR Creative Arts Standards
DA: Cr.1.1.2 Generalize and conceptualize artistic ideas and work.

a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources of movement ideas.
b. Combine a variety of movements while manipulating the elements of dance.

ENDURING UNDERSTANDING

Choreographers use a variety of sources as inspiration and transform concepts and ideas into a movement for artistic expression.

ESSENTIAL QUESTION(S)

Where do choreographers get ideas for dances?

Duration
2 days - 1 hour each

Materials
Overhead projector to view the picture provided in resources of the order of planets.

Objectives
Students will understand the qualities of movement by using their bodies.
Students will understand the different characteristics of each planet.

Vocabulary

Planets
Movement
Body
Action
Space
Time
Energy
Port de bras - carriage of the arms

Lesson Description
Introduce movement/dance as an art form.

The teacher will introduce the elements of dance (body, action, space, time, and energy) by first displaying this pdf:
https://www.elementsofdance.org/uploads/1/2/6/3/12634389/elementsofdance2011.pdf

The teacher will then discuss each element and present the students with an example of each art form.

The teacher will ask students to mirror the teacher as he/she kinesthetically gives an example of each element.

The teacher will show the students a choreographed dance entitled “When Darkness Becomes Light” https://youtu.be/IXSsvxsFr-c

The teacher will ask, “What do the dancers do with their WHOLE bodies?”
The students will verbally answer or demonstrate if given permission.

The teacher will ask, “How were different PARTS of their body used?”
The students will verbally answer or demonstrate if given permission.

The teacher will ask the students to “describe the choreography?”
The students will verbally answer or demonstrate if given permission.

Remind and review with children all that they have learned of each planet.

Explain to the students that today we are going to use what we know about the eight planets and connect it to dance by creating movements that correspond with each planet.

Remind students that each planet differs from the rest, so it is important that we create moves that depict the given planet.

Use the picture attached in the resources to go over the order, size, color, and climate of each planet.

The teacher will cue students throughout this activity to remind them which planet they are visiting.

The teacher will tell students that they are going to visit each planet in the order they are in from the sun.

The first planet that should be visited is Mercury. Mercury is very hot during the day and very cold at night. For Mercury, students will do large motions to represent the heat and small motions to represent the cold.

The second planet to visit is Venus. Venus is full of craters. For Mercury, students should walk while changing levels in order to represent walking up and down through the craters.

The third planet is Earth. Earth is the only planet with water. Students should create wave motions with their arms.

The fourth planet is Mars. Mars is red and dusty. Students should create a movement that represents the color red and can be done in big and small movements. They can also incorporate a sneeze in this movement to represent dust.

The fifth planet is Jupiter. Jupiter is the largest and stormiest planet. Students will be asked to create large, strong movements with their bodies to represent Jupiter.

Saturn is the sixth planet. Saturn has three rings around it. Students will create three spinning motions with their bodies to represent the three rings of Saturn.

Uranus is the seventh planet. Uranus has gases on its exterior and a frozen mass of ice at its core. Students should wave their hands above their heads to represent the gases and follow it with a shivering movement to represent the icy core.

The eighth planet is Neptune. Neptune is the only planet that has a moon that orbits in the opposite direction as the planet.

The teacher will lead students in rotating one arm forward and one arm backward. The teacher will then explain that this is called “oppositional movement” in science...in ballet, it is called “port de bras or carriage of the arts.”

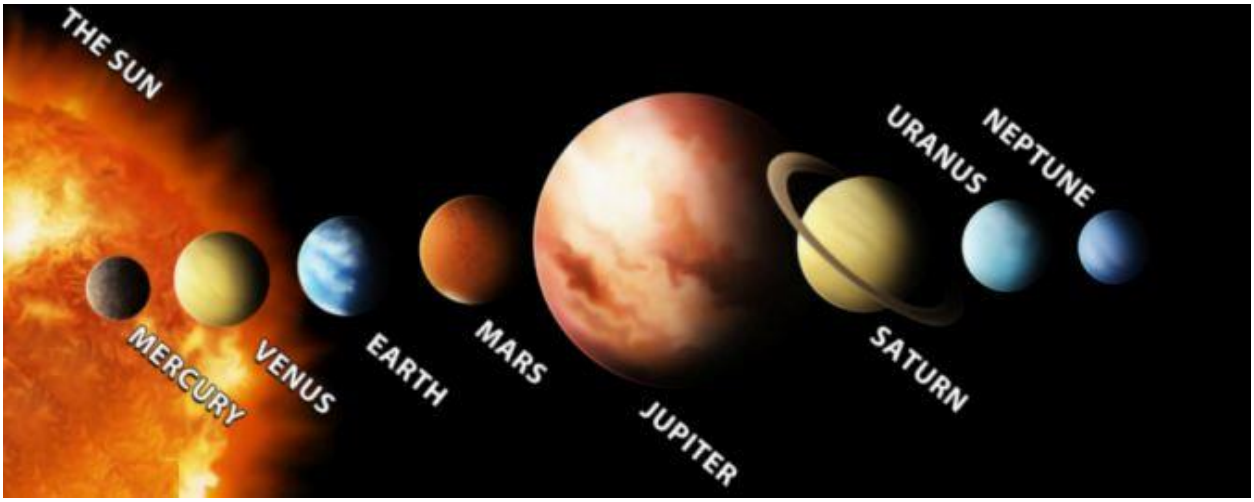
[The teacher could elaborate on port de bras and how to do it here.]

The arms are moving in opposite directions/ port de bras, just like the planet and the moon.
It is now time to go through the planet dance. The teacher should go through the motions once reviewing them and then once with students mirroring.

The teacher will ask the students, “Where do choreographers get ideas for dances?”

It is not time to perform the planet dance. The students should say each planet’s name in the order they appear and then perform the movement.

Recommended Resources



Extended Learning Activities
N/A

Sources
www.wigglegenius.com

Tips
Dancing the planets works best after learning about all eight planets. Dancing the planets could be split into several different lessons. The first day might be where you introduce the first three “terrestrial” planets (Mercury, Venus, Earth). The second day might be where you introduce the last five “gaseous” planets (Mars, Jupiter, Saturn, Uranus, and Neptune).

Author
Makenzie Woodward