Content Standards

Physical Education
Demonstrate locomotor skills with control, coordination and balance in active play.
Participate in active play exhibiting strength and stamina.
Identify and describe the function of body parts.

Dance
Improvise, create and perform movement phrases with concentration and kinesthetic awareness.
Use the elements of dance to create a mood or express an idea in a dance study.
Invent multiple solutions to movement problems varying space, time and energy.

MorrisonDance uses repetition so children learn and become experts in moving along to the musical selections. Young children love to explore how their bodies move. Toddlers and preschoolers love to bounce and wiggle. Take advantage of their natural energy and direct it into a lifelong love of physical activity. This program uses popular children’s songs and commercially available music to encourage gross motor development, brain growth, and the love of physical activity in young children. Children learn spatial awareness and are encouraged to harness their energy into choreographed dances using rhythm, their bodies and their imaginations! Scientific studies have reported the connection that ACTIVE children become FIT adults.

Objectives

1. **Identify** body parts using familiar music.
2. **Describe** what a choreographer is.
3. **Discuss** what it takes to be a dancer (eat good food, drink water, be strong, exercise).
4. **Practice** elements of choreography and dance.
5. **Follow** the instructor in movement forms as guided by music.

“Do it again, do it again!” Sound familiar? It does if you’ve seen kids respond to this program.

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MorrisonDance has been creating and presenting innovative choreography in Ohio since 1997. In addition to their annual productions featuring the art of dance at venues such as the Cleveland Public Theatre and Playhouse Square, MorrisonDance is active in cross-curricular education throughout Northeast Ohio. The dancers who teach for MorrisonDance have undergraduate and graduate degrees from schools including Case Western Reserve University, Baldwin Wallace, and University of Akron, and the company has partnered with the CAL since 2007, tailoring their classes to fit the needs of the students and teachers using the fun, creative, interactive and physically healthy medium of dance!

Students can practice counting to eight to practice “dancer counting.” Teachers can clap rhythms with students and identify body parts that can move. The students can come up with a list of everyday “movement” words, such as wiggle, hop, run, etc. Teachers can review the importance of students “moving in their own space.” Teachers can show students examples of choreography and dances as an art form or cultural expression.

Teachers can continue to encourage imaginative movement using the “What If” game. The classroom can repeat sequences from the class through interactive and instructional music by Laurie Berkner, Charity Khan, Greg and Steve, and others. Children can be reminded of “spatial awareness” through the use of letters to stand or to sit on.

**Vocabulary**

**Body Safety (Spatial Awareness):** Knowing where your body is, so we don’t run into each other!

**Choreographer:** A person who uses their body, their mind and rhythm to make up dances.

**Dancer:** A person who dances or whose profession is to dance

**Rhythm:** A repeated pattern of movement or sound

**About MorrisonDance**

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**Resources**

Greg and Steve
www.gregandsteve.com

National Dance Education Organization
www.ndeo.org

Movement in the Classroom
www.wellnesscke.net/downloadables/Rationales, Strategies&ResourcesforMovementintheClassroom.pdf

**About the Center for Arts-Inspired Learning**

Through a balance of demonstration and audience participation, the Center for Arts-Inspired Learning teaching artist performances and workshops introduce students to an art form, support various curricular areas, and inject excitement and wonder into the school day.