

UNIT: Combinations and Shapes

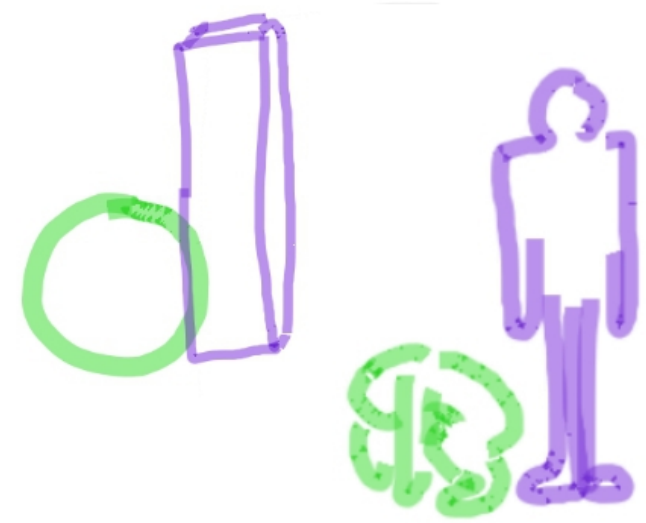
Content areas: math and dance

Grade level: first

ESSENTIAL QUESTION(s): How can making dance demonstrate algebraic thinking with geometric shapes?
How does dance-making use math?

RATIONALE/OBJECTIVE:

Dance and early mathematics go beautifully together. Dance-making at all stages of experience engages these same mathematical concepts. In this unit, ensemble work on phrases works with concepts of addition, subtraction, combination, and separation; individual work on shapes, and shapes in combination, is paired with geometric awareness and spatial thinking.



ASSESSMENT: Observation and performance, drawings and labeling, discussion and reflection, pre- and post-unit skill rubric.

STANDARDS:

Arts: creation: three-part movement phrase; concepts: copying, leading, and following movement in a group

Classroom Content: 1.OA.A.1, algebraic operators; 1.G.A.2, composing & combining geometric shapes in 2D and 3D

ARTIST CONTACT INFORMATION:

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ARTIST BIO:

I am an adaptive modern dancer/choreographer and a textile artist. In addition to making art and teaching independently, I work for VSA Vermont in arts education programs for children, teens, and adults.