

SESSION: Enriched Dance Curriculum Means Brain Power
Friday, April 1, 2011: 2:30 PM-3:45 PM Convention Center: Ballroom 20A

This workshop presentation by Lauralee Zimmerly will detail an Idaho State University College of Education partnership program with Pocatello School District #25 entitled *Movement Enriched Curriculum*. This workshop will be an activity-centered program that endeavors to apply the most current research on how the brain learns through movement to the lesson-plans and teaching strategies used in the elementary classroom. *Movement Enriched Curriculum* incorporates creative movement lessons into several curricular areas including physical education, science, language arts, humanities, biology, and history. For this session we will explore one creative movement lesson plan in the curriculum entitled *Mapping Movement*. It endeavors to explore axial and locomotor movement pathways in the creation of a movement map which symbolizes the 3-dimensional movement pattern into a 2-dimensional movement map. Students will use their abstract and critical thinking skills as they determine how best to convey and represent their movement through the creation of movement symbols on their movement map.

Supportive Research:

Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2004). *12 Brain/Mind Learning Principles in Action: The Fieldbook for Making Connections, Teaching, and the Human Brain*. Thousand Oaks, CA: Corwin Press.

Carlson, S. A., Fulton, J.E., Lee, S. M., Maynard, M., Brown, D.R., Kohl, H.W. III, & Dietz, W.H. (2008). Physical education and academic achievement in elementary school: Data from the early childhood longitudinal study. *American Journal of Public Health* 98:721–27.

- Castelli, D.M., Hillman, C.H., Buck, S.M., & Erwin, H.E. (2007). Physical fitness and academic achievement in third- and fifth-grade students. *Journal of Sport and Exercise Psychology* 29:239–52.
- Coe, D.P., Pivarnik, J.M., Womack C.J., Reeves, M.J., & Malina, R.M. (2006). Effect of physical education and activity levels on academic achievement in children. *Medicine & Science in Sports & Exercise* 38:1515–19.
- Field, T., Diego, M., & Sanders, C.E. (2001). Exercise is positively related to adolescents' relationships and academics. *Adolescence* 36:105–10.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Jensen, E. (2008). *Brain-based learning: The new paradigm of teaching*. Thousand Oaks, CA: Corwin Press.
- Panksepp, J. (2008). Play, ADHD, and the construction of the social brain: Should the first class each day be recess? *American Journal of Play* 1:55–79.
- Ratey, J. J. & Hagerman, E. (2007). *Spark: The revolutionary new science of exercise and the brain*. Little, New York: Brown & Company.
- Viadero, D. (2008). Exercise seen as priming the pump for students' academic success. *Education Week* 27:14–15.

LESSON TITLE: MAPPING MOVEMENT - MOVEMENT SYMBOLS
Creative Movement Exploration
By Lauralee Zimmerly, Idaho State University

GOALS:

- To incorporate kinesthetic methods as a tool of teaching and learning in a traditional classroom setting.
- To connect Movement Concepts & Movement Action across the curriculum in Elementary education.
- To expand concepts of physical education beyond the realm of competitive sport.
- To enhance the connection between exercise and the brain's performance.
- To sharpen thinking, enhance memory, and move
- To unlock the human movement potential and increase one's movement vocabulary
- To promote mandatory quality daily physical education
- To provide the best environment for excellent performance and knowledge
To acculturate lifelong fitness habits.

OBJECTIVES:

Students will

- Explore locomotor body motions
- Explore axial body motions
- Explore movement pathways
- Create a movement pattern combining locomotor & axial movement along a pathway through space
- Abstract Thinking: convert a 3-dimensional movement pattern into a 2-dimensional movement map on paper, creating movement symbols to represent movement action along a movement pathway.

CENTERING ACTIVITY:

The BrainDance

(warming up)

EXPLORE THE CONCEPT:

Locomotion & Axial Movement

1. Locomotion across the floor
 - a. Run, leap, turn, jump
 - b. Slide, grapevine, direction change
 - c. 3-legged dog, monkeying, crab
2. Axial Movement
 - a. Zombie & Zombie Master

DEVELOPING SKILLS:

Students will practice the above skills in line groups across the floor, or in partner groups.

CREATING:

1. Student groups will combine locomotor & axial movements to create a directional sequence.
2. Students will map their movement sequence on to a piece of paper, creating a movement language through symbols that represent the movement and pathways.

PERFORMING:

Student groups will show the created movement sequence and explain how the map signifies their movement sequence. Observers can guess which movements align with the symbols.

CLOSURE:

1. Did students fully experience an element of movement?

2. Did students try movements they would not have experienced otherwise?
3. Were students challenged to extend their abilities?
4. Did students create movements of their own choosing?

Resources:

Gilbert, A.G. (2006). *Brain-compatible dance education*. Reston, VA: NDA.

Lloyd, M.L. (1998). *Adventures in creative movement activities*. Dubuque, IW: Eddie Bowers Publishing, Inc.

LOCOMOTOR MOTIONS	
WALK	RUN
SKIP	SLIDE
HOP	LEAP
JUMP	ROLL
MARCH	CRAWL
CREEP	FLY
STOMP	PRANCE
GALLOP	GRAPEVINE
PRANCE	TIPTOE
MONKEY	3-LEGGED DOG

NON-LOCOMOTOR AXIAL MOTIONS	
FALL	BEND
TWIST	SWING
PUSH	BOUNCE
WIGGLE	LUNGE
WRING	SWAY
CURL	SPIN
STRETCH	SHAKE
FALL	CARVE
MELT	FLOAT
ROCK	FREEZE

COMPOSE YOUR MOVES	CREATE YOUR PATHWAYS