



**Mapas Bailados: Creating Visual Representations of Dances Using Maps**

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Language: Spanish

*Content Objectives*

I can use maps and symbols to describe movement in a space.

*Learning Strategies*

I can observe, analyze, and describe movement.

I can use symbols and words to describe movement.

I can give and follow instructions.

I can create locomotor movement.

I can create and read movement maps.

*Language Objectives*

<b>Funciones del lenguaje Language Functions</b>	<b>Estructuras del lenguaje Language Structures</b>	<b>Vocabulario clave Key Vocabulary</b>	<b>Uso del cuerpo Movement Supports</b>
<i>Ordenar</i> (Sequencing)	_____ <i>hay que</i> .... _____, we have to...	<i>Primero, segundo, tercero, después, finalmente.</i> (First, second, third, then, finally).	<i>Gestos con las manos y los dedos y entonación con la voz</i> (Gestures with hands and fingers and tone of voice)
<i>Decifrar</i> (Decoding)	<i>Este símbolo significa que hay que...</i> (This symbol means....)  <i>La clave muestra que este símbolo quiere decir que hay que....</i> (The key shows that this symbol means...)	<i>Correr, caminar, dar vueltas, menear, brincar, gatear.</i> (run, walk, turn, meander, hop, crawl).	<i>Apuntar al símbolo y hacer el movimiento con todo el cuerpo</i> (Point to symbol and then use of whole body to show action verbs).
<i>Dar instrucciones</i> (Directing)	<i>Necesitas viajar...</i> (You must travel...)	<i>Desde, hacia, hasta, al lado, a la izquierda, a la derecha.</i> (from, toward, to, next to, to the left, to the right).	<i>Apuntar al niño y después a la dirección indicada</i> (Point to the child and then to the indicated direction).
<i>Crear y representar</i> (Create and represent)	<i>Representaremos este movimiento con...</i> (We will represent this movement with...)	<i>Una línea continua, una línea interrumpida, curvas, flechas, puntos, cruces.</i> (a solid line, a dotted line, a curvy line, arrows, dots, x's).	<i>Usar cuerpo para mostrar movimiento y dibujar el símbolo</i> (Use body to show movement and draw symbol).

Mapa Bailados developed by Ana Inés Rubinstein

Language Development Through Movement, Dance and Games: Project of CKE

Center for Kinesthetic Education [www.WellnessCKE.net](http://www.WellnessCKE.net) Dr. Martha Eddy, Director

10<sup>th</sup> Annual Language Series of the Bank Street College of Education: Jan 23, 2010

*Materials:*

- Stage, gym, or large open space within a classroom.
- Butcher paper, markers, and masking tape for filling in and hanging class experience chart.
- An easel if no wall space is available for hanging experience chart.
- Sidewalk chalk and/or tape for marking floor patterns on rug or floor.
- A Spanish translation of Robert Graves' "Frank Was A Monster Who Wanted To Dance." (For this lesson, I have created the translation myself).
- Blank paper and pens, pencils, crayons, markers or other writing implements for students to create individual maps.
- Sentence strips for posting student-generated "key" of locomotor movement symbols.

*LESSON ONE: RECEPTIVE LANGUAGE WITH ACTIVE BODY USE*

*Motivation/ Presentation*

- Ask students what a map is and what they know about maps. Students should be relying on their prior knowledge from their social studies class to participate in this discussion. The teacher will then introduce the idea of a dance map through the read-aloud.
- Read "Frank the Monster..." story and show students the dance map on the inside cover of the book. Could we create our own dance map? What do we need to know about the symbols on our map so that we could use it?
- Use sentence strips to create a key for the following types of movement: *caminar* (walk), *correr* (run), *dar vueltas* (turn – for the purpose of this exercise I'll model a simple chainé turn which the kids learned in past years), *menear* (wiggly pathway), *brincar* (hop).

*Practice/Application*

- Create a map with chalk lines on the rug. Allow children to dance it.

*Closing*

- Review vocabulary and add sentence strips to word wall.

*Assessment*

Teacher observes children as they perform the dance laid out in chalk on the rug, as well as gages understanding through final discussion. The following criteria will be considered. Is a child able to do the following based on the instructions of a dance map?

- Clearly demonstrate where a movement begins and ends in space
- Clearly demonstrate changes of direction in a space
- Clearly demonstrate a sequence (order) of movement patterns in space
- Clearly demonstrates an understanding of the correlation between a specific movement with its symbol, as notated on the rug or sentence strips

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## LESSON TWO: ACTIVE LANGUAGE AND BODY USE

### *Motivation/ Presentation*

- Review movement key from prior lesson: *caminar* (walk), *correr* (run), *dar vueltas* (turn), *menear* (wiggly pathway), *brincar* (hop).
- Ask for four volunteers to model a collaborative exercise. One child will function as choreographer, another as the notator, one as the stagehand, and the other as the dancers.
- Model with the volunteers how to agree on a key. The choreographer will then give directions about what movement is performed first, and where that movement should start and stop. The notator creates (or picks) the relevant sentence strip. The stage hand tapes it down on the floor. The dancer dances it.
- Repeat until a full dance of 4-6 movements is created.

### *Practice/Application*

- Break children up into groups and have them create their own dance maps with sentence strips on the floor.
- Rotate groups to a new dance map and have them dance it by responding to the sentence strips that have been placed by the prior group.

### *Closing*

- Share dances and reflect on the similarities and differences between their own groups dance and the second dance map they explored.

### *Assessment*

Teacher observes children as they perform the dance laid out in chalk on the rug, as well as gages understanding through final discussion. The following criteria will be considered. Is a child able to do the following based on the instructions of a dance map?

- Clearly demonstrate where a movement begins and ends in space
- Clearly demonstrate changes of direction in a space
- Clearly demonstrate a sequence (order) of movement patterns in space
- Clearly demonstrates an understanding of the correlation between a specific movement with its symbol, as notated on the rug or sentence strips
- Utilizes the corresponding vocabulary for the symbols and movements in use.

### *FUTURE LESSONS AND EXTENSIONS*

- Transpose the three-dimensional experience of a sentence strip map to a two-dimensional map
- Exchange two-dimensional maps among between different groups and have them interpret the dances written on the map.
- Give an example of one map to the whole class. Challenge them to create the most interesting dance they can while abiding by the directions on the dance map. (Here is an opportunity to teach adverbs such as quickly, slowly, smoothly, sharply, lightly, etc.)
- Analyze a short dance segment on video of a professional dance company. Create dance maps to describe the dance segment.
- View short video samples of site-specific dance performances. Create maps of a room or other functional space. Add symbols for movement within that space. Dance out what is on the map.
- Ask students to observe the everyday movements of a family member at home for five minutes (for example, while cooking or cleaning up). What kinds of locomotor movements are used? Is there a lot of movement in those five minutes or not very much? Is the movement repetitive or varied? Does all the locomotor movement stay in one small area or does it move to different parts of your home? Extra Credit Question: Does the movement pattern imply anything about how the person feels in those five minutes?
- Choreograph a solo by mapping the dance onto a transparency sheet. Repeat on a separate sheet using a different ink color. Place the transparency sheets one on top of the other onto an overhead projector and ask students to try to dance out these solos simultaneously or consecutively as a duet.
- Choreograph a group dance using a dance map. Exchange maps with another class (on grade level or reading buddies on another grade). Interpret each other's maps and share dance interpretations with each other.
- Develop a dance developed for a map towards performance by refining effort qualities (such as those introduced through adverbs lesson) and by using repetition, changes in timing, selecting and responding to music, etc.

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