

Geometric Choreography Activity

A LESSON PLAN by Viksjöforsbaletten

Overall Learning Goals:

- To introduce children to geometric shapes
- To encourage the children in their creative choices
- To practice finding solutions
- To practice communication and collaboration

Aim: The aim of this activity is to have the children further understand how to recognize shapes in their environment while seeing the value in their creativity.

Procedure:

1. Preparation:

- Clear a safe and open space for dancing.
- Have a speaker with music on

2. Introduction (10 minutes):

- Gather the children in a circle and explain the concept of the game.
- Show them examples of how to recreate geometric shapes individually with your body. This can be very easy, such as creating a circle with your arms, a square with your fingers etc.
- Show them examples on how to create these shapes with more than one body. I.e some people standing in a circle together. To people stranding in a formation that creates a triangle with their legs, etc.
- You can spend some time explaining, showing and also workshopping the possibilities with the students.

3. Creation time of poses(15 minutes):

- Divide the students in groups, giving each of them a theme to work on. A suggestion of themes are: circles, squares, lines, triangles.
- Give them all time to get startet with finding different poses, positions or movements within the theme.
- As a teacher you will walk around to the different groups to check up on how they are doing with the task. If they need assistance you will help them out on how to create for their task.

4. Transitions + advancement (15 minutes):

- Have the students create transitions between their poses or moments already created.
- This can be done very simply, or complex. It's up to them, their engagement and your guidance as a teacher.
- Examples of easy transitions are: dissolving and reassembling: simply dissolving the form before moving into the next one. Moving it in the space; moving the pose/shape. Looping; repeating the movement.
- Have the children do this with the material they already created. Thus ending up with a phrase of movement that is tied together and possible for them to transition through without verbal communication.

5. Showing and reflecting(5 minutes):



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- Have the groups one by one showing the sequence, the dance, they created. Put on a piece of music and have them share it with the other groups. It is important with this to create a generous and supportive space where all of them feel safe to share.
- Take a moment after each sharing of the groups to have the other students share what they observed. Emphasize on the positive feedback by asking questions such as «what excited you about this dance?» «what was your favorite moment?» «How many triangles/circles etc. did you spot?»

6. Discussion (5 minutes):

- Discuss the solutions and movements presented. By now the students will very likely be excited about what they have seen and shared.

Results:

- Children will have actively participated in a dance activity that incorporates geometric shapes and other mathematical concepts.
- They will have a better understanding of the shapes and other concept introduced.
- Children will practice their collaborative skills. To listen, to compromise and to propose ideas.
- This activity not only helps children grasp mathematical concepts but also makes learning enjoyable through physical movement and hands-on experience. It encourages teamwork and creative thinking as they

