

Pattern combinations

Summary

In this learning unit, pupils of 4th grade (10-11 y/o) learn to visualize their movements in dance and notice different shapes in them. They create their own patterns from the shapes they find and combinations of their repetitions. The learning unit combines dance, music, art, and mathematics.

Tools and materials

To come up with a dance pattern:

- Drawing paper
- Regular pencil
- Colored pencils

Integrated subjects

Dance, music, art, mathematics

Duration of the activity and distribution between contact lessons

Lesson 1: Shapes. What shapes are around us?

Lesson 2: How can we express shapes with our bodies?

Lesson 3: What shapes and patterns are hidden in our dances?

Lesson 4: Coming up with your own dance pattern.

Lesson 5: Shape memory. Reflection.

Stages of the learning scenario:

1. Introduction (warm-up, context):

Shapes. What shapes do we know? Name the shapes you have learned in math class and find them in the hall. What other mathematical shapes have you noticed today?
Task: think of another shape that you have not yet learned in math class.

2. Research or creative task (problem setting):

How can we express shapes with our bodies? What shapes and patterns are hidden in our dances?

3. Activities (learning activities, work forms):

- **How to express shapes with your body?** Independently think of shapes and choose one. Divide into groups of different sizes according to the chosen shape. Discuss in groups how to show the shape to others without naming it. Trying out different options, showing the body shape to others and guessing.
- **What shapes and patterns are hidden in our dances?** Dancing three learned ballroom dances. Finding the shapes and patterns that emerge in these dances. Do the patterns arise only from the movement of the feet, or can we also find them in body posture, dance steps, etc.?
- **Coming up with your own pattern combination.** Using shapes and patterns found in dances to come up with your own pattern combination that can be repeated endlessly. Drawing it and then dancing it later.
- **From pattern to shape.** Shapes in a memory game. Pupils work in pairs to think of ways to show the shapes used in their pattern combinations with their bodies. The guessers, with two pupils playing at a time, have to find the same shapes.

4. Creative output (presentation, sharing):

- **Alone/in a group:** Body shapes – think of a shape that you are familiar with. If another pupil has chosen the same shape, join them in a group. Discuss how to present the shape to the other pupils without naming it. Presenting and guessing body shapes.
- **In pairs:** Pattern combinations – choose one ballroom dance with your dance partner and create your own unique pattern combination based on the shapes

found in that dance. Draw it on paper as a sequence. If necessary, dance to better understand the shapes and patterns.

- **In pairs:** Shapes in a memory game: find a partner. Choose a shape from the pattern combinations with your partner and make a body shape out of it. The body shape must be distinctive enough so that no other pair accidentally ends up with the same one. Practice holding the shape together so that it is identical. The pupils stand in orderly rows, and the guessers ask two pupils at a time to show their body shapes. If the body shapes are different, the guessers must remember them and try again. If the body shapes are the same, the pair has been found.

5. Reflection and creating meaning:

Oral and written reflection and images in daily lessons. Discussion on how pupils imagined dance patterns before and after searching for and expressing them. Finding patterns and images in new party dances.

Model of Integrated Learning and Teaching of Creative Subjects elements in use:

- ☐ Concept
- ☐ Narrative
- ☐ Rhythm
- ✓ **Composition**
- ✓ **Collaboration**
- ☐ Reflection
- ☐ Personal meaning
- ✓ **Creative self-expression**
- ☐ Learner agency

Work results:



Photos and videos of the work process and completed works:







Millist ülesannet oli kõige huvitavam kaasa teha?

- Kehakujundid
- Mustrikombinatsioonide joonistamine
- ✗ Kujundid memorimängus

Põhjendal!

Sest, see oli väga lõbus ja võisid ise paaritult kutsa ja kutsutakse.

Milline ülesanne oli kõige keerulisem?

- Kehakujundid
- ✗ Mustrikombinatsioonide joonistamine
- Kujundid memorimängus

Põhjendal!

Sest siis pidev väga palju mõtlesin millised kujundid olid tantsusid

Milliseid kujundeid tantsus leidsin?

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Millist ülesannet oli kõige huvitavam kaasa teha?

- Kehakujundid
- Mustrikombinatsioonide joonistamine
- Kujundid memorimängus

Põhjendal!

Kanuti: Oli vahva kujundeid välja mõelda.

Toni: See oli väga tore ja oli tore.

Milline ülesanne oli kõige keerulisem?

- Kehakujundid
- Mustrikombinatsioonide joonistamine
- Kujundid memorimängus

Põhjendal!

Kanuti: Oli vahva välja mõelda.

Toni: See oli tore ja oli paaritult kutsa ja kutsutakse.

Milliseid kujundeid tantsus leidsin?

Millist ülesannet oli kõige huvitavam kaasa teha?

- Kehakujundid
- ✓ Mustrikombinatsioonide joonistamine
- Kujundid memorimängus

Põhjendal!

Sest meil mõtlesime raskelt teha kunstilist tegevust.

Milline ülesanne oli kõige keerulisem?

- ✓ Kehakujundid
- Mustrikombinatsioonide joonistamine
- Kujundid memorimängus

Põhjendal!

Sest seda oli juba ikkagi krasem teha.

Milliseid kujundeid tantsus leidsin?

rumba

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