

ROCK *dance*

S C I E N C E A N D D A N C E

Objectives



CONTENT	FINE ARTS
NGSS.4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	DA.Cr2.4.a: Manipulate or modify use of the elements of design to expand movement possibilities and create a variety of movement patterns, forms, and structures. Discuss the movement choices.

Materials:

- Various rocks from science kit
- “[Types of Rocks](#)” chart
- Musical selections at varying tempi

Extension:

1. Have students write a monologue from the point of view of the rock, describing how it was formed through changes in landscape.

Pre-assessment:

Have students read background material about the three different types of rocks.

Engagement:

In small groups, allow students to examine a set of rock samples. Have them sort rocks by appearance and record their observations.

Activity:

1. Have students listen to three musical selections (choose selections at 3 varying tempi). As a class, discuss and determine which musical selection best fits each type of rock and why.
2. Ask students to find their own personal space in the room and imagine their bodies turned into rocks. Explain that they will use their bodies to SHOW certain words that relate to the types of rocks (i.e., melting, pressure, heat, etc.). Discuss the elements of dance (body, space, time, energy). Challenge students to think about using various levels and types of energy when portraying these concepts.
3. Students will create a dance sequence to reflect how rock formations and fossils are formed and choreograph movement to reflect changes in landscape. Each group’s dance should have a beginning, middle, and end, with each section lasting at least 8 beats.

Closing:

Students will share their dance with the class, and students will discuss what they observed based on the rubric criteria.

Assessment:

Students will be assessed on [performance rubric](#) criteria, and students will write a reflection describing how each section of their dance communicated the formation of their rock.

