Movement Exploration and Accompaniment
A Movement Lesson for Grades 3-4 Inspired by UNO®

Materials
- UNO® card game
- Whiteboard or large paper for brainstorming
- Various unpitched percussion instruments. Recommended: tambourine, hand drum, tick-tick block, triangle, cymbal, guiro, stirring xylophone, cabasa, shaker (egg works best).

Skills
- Students will explore gestures (non-locomotor), traveling words (locomotor), rotating words, elevating words, and stillness.
- Students will practice identifying verbs that inspire movement. (eg. wild card = vibrate or jump)
- Students will practice playing various unpitched percussion instruments as they follow a mover.

Concepts
- Students will practice moving in reverse. (space-direction)
- Students will practice moving at different speeds. time-tempo)
- Students will practice following the rhythm of a mover with an unpitched percussion instrument. (time-specific pattern or beat or fast and slow)

Suggested Route
** Please note that the steps for the process are just this, a suggested route. Technically, good process teaching is not necessarily replicating these exact steps, but responding to the moves that you see during the lesson and adjusting the route of the lesson according to the input and energy of your students. Good technical preparation for responding to your students in the moment would be to think of movement words (verbs) that fit the UNO® directions ahead of time (just in case they need a suggestion). Perhaps try to move some of these words yourself. Also, you might want to review techniques for the various percussion instruments and practice the accompaniment as you, or a friend, move.**

** The route could stop at any time, depending on your lesson, week, or group of children.**
(continued)
**Exploration: The Game**

- What words do you know from playing UNO? (Reverse, Wild Card, Draw 2, Skip, and Draw 4)
- Those are your choices for movement. *(Try hard not to articulate what those look like first.)*
- Other choices for movement: locomotor words. What are some of those?
- Select a person to be a caller. The caller can change the movement word. For instance, they might say: Run . . . . Reverse . . . . Wild Card . . . . Draw 2 . . . . Walk . . . . Draw 4 . . . . Skip

**Identification**

- What are some ideas for movement that you enjoyed? Show me.
- **Reverse**—what reversed? What makes this tricky, or not?
- **Wild Card**—what verbs did you see as examples?
- **Draw 4**—what verbs or forms did you see as examples?
- **Draw 2**—what verbs or forms did you see as examples?
- **Skip**—was this a locomotor word, or something else?

**Questions for all of them:** Where were you in space? What was your speed? Was there a time when you were ever still?

**Exploration**

Often a skipped part of the route, but play the game AGAIN, after the identification phase.

*(continued)*
**Movement Accompaniment**

- Choose someone to pair with, or a group.

- Choose someone in the pair or the group who will play an unpitched percussion instrument. (This job will rotate.)

- Choose the instrument.

- Have the group choose their favorite order of the game. For instance: Jump . . . Reverse . . . Wild Card (their version) . . . Skip. The unpitched percussion will follow the movers.

- Did that work? Why or why not? Should there be multiple instruments for each group?

- Should we be one big group? Are we starting to see a form that we like and why? Could that be the beginning of a group dance?

- Would any group like to share something that they liked from their movement accompaniment work?

**If your students have not moved much, stay with the game and identification phase for some time. If your students are experienced movers, these steps might go faster and they might enjoy the movement accompaniment section.**