

ARTS IMPACT TEACHER LESSON PLAN

Arts Discipline:		Dance	
Infused Discipline:		N/A	
Grade Level:	3	Title:	Changing Energy: Land Forms and Dance
		Author:	Susan Laurnen with Jo Petroff at Black Diamond Elementary
Enduring Understanding:		Changing the energy quality of movements can demonstrate changes in nature.	
Examples:			
	Video evidence on file		Video evidence on file
	Performs movements that vibrate, are abrupt, flow, and swoop.		Collaborates to create a series of movements to music: smooth, sharp, swoop and shake.
Target Learnings and Assessment Criteria			
Target:	Demonstrates <u>energy qualities</u> : <u>shaking</u> , <u>sharp</u> , <u>smooth</u> and <u>fluid</u> movement.		
Criteria:	Shows movements that <u>vibrate</u> , are <u>abrupt</u> , <u>flow</u> , and <u>swoop</u> .		
Target:	Demonstrates <u>change</u> by using <u>varied energy qualities</u> in their body movements.		
Criteria:	Uses <u>improvisational movements</u> to depict glacier moving (<u>smooth</u>), volcanoes exploding (<u>sharp</u>), floods (<u>swoop</u>), and earthquakes (<u>shake</u> .)		
Target:	Works in small groups to choreograph a dance that uses energy qualities to demonstrate how land forms change.		
Criteria:	Collaborates to create a <u>series of movements</u> to music: <u>smooth</u> , <u>sharp</u> , <u>swoop</u> and <u>shake</u> .		
Instructional Strategies			

DAY ONE

1. **Leads BrainDance. Music:** "Potpourri" #20, Music for Creative Dance, Vol. III, Eric Chappelle. Leads warm-up adding in energy qualities and levels. **Leads students in dance using the following sequence of movement patterns:**

Tactile: *Prompts:* Rub hands. Tap body lightly from head to toe. Stomp.

Breath and Core-Distal: *Prompts:* Breathe in through the nose and out the mouth. Repeat.

Gradually increase the size of the breath, growing from the center of the body when you inhale, and shrinking when you exhale. Be aware of using smooth flowing, ongoing movements.

Head-Tail: *Prompts:* Curl the body forward from head to tailbone. Go to the low level and on your hands and knees round your back like a cat, then sway like an old horse. Wag your tail like a dog. Shake your body like a wet dog.

Upper Half: *Prompts:* Sit criss-cross and move your upper body using sharp, abrupt movement.

Lower Half: *Prompts:* Lean back and finger paint with your toes. Write your name using smooth cursive letters.

Body-Half Right: *Prompts:* Stand. Stabilize the left side of your body. Use sharp movements on the right.

Body-Half Left: *Prompts:* Stabilize the right side of the body and only the left side dances. Use smooth movements on the left.

Swing: *Prompts:* Swing upper body up and down several times. Add a powerful jump.

Cross-Lateral: *Prompts:* Reach across the body with one hand and then the other. Repeat several times. Explore other cross-lateral movements, e.g. elbow to opposite knee or hand to opposite foot.

Spin and Jump: *Prompts:* Spin clockwise. Stop and jump in place. Spin counterclockwise. Stop and jump in place.

Prompts: What changes did you notice in the BrainDance today? (changed levels, qualities of energy)

2. **Introduces energy qualities.** *Prompts:* Today we will use qualities of energy in our dance: smooth ongoing, sharp, fluid, shake. Models and uses instruments as students explore energy qualities in self space. Drum: Sharp movement. Maraca: Shaking. Slide Whistle: Flowing. Penny whistle: smooth.

3. **Demonstrates and guides students to use a specific energy quality for a specific type of land form in nature: glaciers.** Music: Eric Chappelle's *Music for Creative Dance*, vol. 4, song #16 Energy. *Prompts:* We are going to use energy qualities to demonstrate our understanding of how land forms change and move. Imagine we are glaciers. What qualities of movement would we use? Why? Guides through questioning, about prior knowledge of how glaciers move, if necessary. *Prompts continue:* We are looking for slow, smooth, flowing movement like how alpine glaciers flow down a mountain. Asks students to try these movements. Uses first section of music track, then pauses for next land form. Embedded Assessment: Criteria based teacher checklist

4. **Guides students through each land form change in order according to music; guides students to change energy qualities to represent changes in land forms.** 1) glacier, 2) volcano with sharp movements, 3) flood with fluid, swooping movement, 4) earthquake with shaking movement. Pauses after each section. *Prompts:* Choose another other change in land form that you would like to dance to today. Remain still in a shape you can hold until you hear the music of your land form, then begin dancing using the energy quality that demonstrates the land form. At the end of your music freeze in a shape you can hold. I will go through the entire music and we will repeat the glacier and you will also add your land form section. Choose from volcano (sharp movement), flood (swooping movement), or earthquake (shaking movement.) Splits class into two groups and repeats Teaching Strategy #4 with half the group as the audience and half as performers. *Prompts continue:* As you watch the other half of the class perform, in what ways were the two different energy qualities different? How does the dance energy quality communicate the land form?

Embedded Assessment: Criteria based peer reflection

DAY TWO**5. Repeats leading BrainDance.****6. Reviews energy qualities** with Eric Chappelle’s Music for Creative Dance #16 *Energy*.**7. Leads creating choreography.** *Prompts: Today we are going to use the energy qualities we’ve learned to dance land forms in groups. We will choreograph our dance and show it to the other third grade class. I am going to divide you into trios or quartets and each group will dance the glacier and one other land form change, volcano, flood, or earthquake. We will first take half the class and work on how to dance the glacier. Next the trios and quartets will choreograph their land form change dance. Finally, each trio or quartet will create their own glacier, then dance their own land form change again, repeating until music ends. At the end there are three counts. Make three shapes, then hold.***8. Perform for the other third grade class.**Embedded Assessment: Criteria based teacher checklist; criteria-based peer assessment**9. Leads criteria-based reflection.** *Prompts: How does dancing and considering energy qualities help you understand how land forms change? What did you see someone else do that was very clear to you In knowing which land form they were dancing? What was challenging for you and how did you meet the challenge? Can you describe something that was surprising to you?*Embedded Assessment: Criteria-based class reflection; criteria-based self assessment

Vocabulary	Resources: Performance	Classroom / Performing Arts Materials	WA Essential Learnings	
<ul style="list-style-type: none"> • earthquake • energy qualities • flood • high • levels • low • medium • quartet • shaking • sharp • smooth • trio • volcano 	Pacific Northwest Ballet, <i>Jewels</i> , January 30, 2009, Seattle, WA	<ul style="list-style-type: none"> • pictures of landforms: volcano, earthquake, flood • science book: Harcourt, 3rd grade • Music: Eric Chappelle, Music for Creative Dance, Vol. 3 and Vol. 4 • chart of land form dance order: glacier, volcano, flood, earthquake (repeat three times. End with three shapes) • Instruments (harmonica, slide whistle, drum, maracas) 	AEL 1.1 concepts:	
				<ul style="list-style-type: none"> • energy qualities
				AEL 1.1.2 principles of organization
				<ul style="list-style-type: none"> • choreography
				AEL 1.2 skills and techniques:
				<ul style="list-style-type: none"> • improvisation
				AEL 1.4 applies audience skills
				<ul style="list-style-type: none"> • using criteria-based response process
				AEL 2.2 rehearses, organizes, performs
		<ul style="list-style-type: none"> • refines • performs in an ensemble • performs for peers 		
		AEL 3.2 Uses the arts to communicate a specific purpose		
		<ul style="list-style-type: none"> • shows knowledge in another subject using the arts 		

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Grade Level:	3	Title:	Changing Energy: Land Forms and Dance	
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Students	DANCE Energy		DANCE Choreography	Total Points 3
	Shows movements that vibrate, are abrupt, flow, and swoop	Uses improvisational movements to depict glacier moving (smooth), volcanoes exploding (sharp), floods (swoop), and earthquakes (shake)	Collaborates to create a series of movements to music: smooth, sharp, swoop and shake	
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Teacher Comments	
Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students?	
Were there lesson dynamics that helped or hindered learning?	
What classroom management techniques supported student learning?	
Other comments:	
Family Communication:	Students explored dance movements with different energy qualities. They linked those changing energy qualities to the changing energy qualities we experience with land forms as the context for a dance. Changing the energy quality of movements can demonstrate changes in nature.