

ARTS IMPACT LESSON PLANNING FORMAT

Arts-Infused Discipline:		Dance and Math Concepts: Measurement (inches, feet, yards), size, & ordinal numbers (1 st , 2 nd , 3 rd)	
Grade Level:	2nd	Title:	Choreographing with Measurement
		Author:	Irene Bare with Debbie Gilbert
Enduring Understanding:		Body movements can be measured in inches, feet, & yards: Dancers use ordinal numbers to order their choreography.	
Examples:			
Target Learnings and Assessment Criteria			
Target:		Uses body movement in a variety of sizes and lengths.	
Criteria:		Shows, in general space or self space, small movements that travel about an inch, medium movements that travel about a foot, and large movements that travel about a yard.	
Target:		Creates a dance using measurement.	
Criteria:		Choreographs a three-part dance: Dancers choose a different length of measurement for each section of the dance (inches, feet, or yards).	
Target:		Demonstrates understanding of ordinal numbers.	
Criteria:		Uses ordinal words to describe the order of a movement sequence.	
Instructional Strategies			
Day One			
<p>1. Leads students in BrainDance warm-up. (Originally developed by Anne Green Gilbert, video reference: <i>BrainDance, Variations for Infants through Seniors</i>). Music: Eric Chappelle, #20 "Potpourri" from <i>Music for Creative Dance, Volume III</i>. Demonstrates the dance using the following sequence of movement patterns: <u>Prompts:</u> Today we are going to do the BrainDance, using different lengths of measurement, inches, feet, and yards. <u>Tactile:</u> (standing) Rub hands. Tap body lightly from head to toe. Stomp feet. <u>Breath and Core-Distal:</u> 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. <u>Head-Tail:</u> Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and back. Curve from side-to-side several times. <u>Prompt:</u> Does curling forward an inch help us move head to tail? No. Let's try moving about a foot. Does that work? Now let's try a yard. <u>Upper Half:</u> Stabilize the lower half of the body and only the top half dances. <u>Prompt:</u> Try moving an inch, now a foot, and now a yard. <u>Lower Half:</u> Stabilize the upper half of the body. Only the bottom half dances, staying in one spot. <u>Prompt:</u> Try moving an inch, now a foot, and now a yard. <u>Body-Half Right:</u> Stabilize the left side of the body and only the right side dances. <u>Prompt:</u> Try moving an inch, now a foot, and now a yard. <u>Body-Half Left:</u> Stabilize the right side of the body and only the left side dances. <u>Prompt:</u> Try moving an inch, now a foot, and now a yard. <u>Swing:</u> Swing upper body up and down several times. <u>Prompt:</u> Did you use an inch, a foot, or</p>			

<p>a yard on that swing? <u>Cross-Lateral</u>: 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; <u>Prompt</u>: Try moving an inch, now a foot, and now a yard. <u>Spin and Jump</u>: Spin clockwise. Stop and jump in place. Spin counterclockwise. Stop and jump in place for 4 counts.</p>
<p>2. Explores the concept of measurement in movement. Music: <i>Music for Creative Dance</i>, Volume III. Spootiskerry #19 for inches, Skip the Jig #17 for feet, and Planxty Irwin #18 for yards. <u>Prompt</u>: First think of the different ways you can move your body in self-space. When the music begins move in small movements, about the size of an inch. You can use different parts of your body. Now try general space, remember to keep your movements small, about the size of an inch. Repeat with medium size movements, about the size of a foot and with large size movements, about the size of a yard. <u>Embedded Assessment</u>: Teacher checklist.</p>
<p>3. Guides group brainstorming session. <u>Prompt</u>: Dancers get ideas for moving by watching other dancers. We are going to share ideas about the different ways we can move an inch, a foot, or a yard. Who would like to share a creative way to move an inch? Repeat with feet and yards.</p>
<p>4. Models how to create a plan, working in a group. <u>Prompt</u>: Working in small groups, we are going to create a dance that has three sections. Each section will have different size movements, an inch, a foot, or a yard. With your group you will have to decide what order you want to put your different sized movements. For example, first we want to do foot sized movements, second we decided to do inch sized movements, and third we decided to do yard sized movements. Now that we know the order we have to decide which movements we want to do in each section. How do dancers remember all of their choices? We write it down.</p>
<p>5. Guides dancers in planning, notating, and rehearsing. Music: Totem Pole #13 from <i>Music for Creative Dance</i> Volume #IV. <u>Prompt</u>: We're just going to be getting started today. Write down what size and type of movement your group would like to do first, second, and third on your planning sheet. If you have time, practice with your group. <u>Embedded Assessment</u>: Self assessment/planning sheet</p>
<p>6. Reinforces study of measurement and ordinal numbers with 2nd grade math curriculum.</p>
<p>Day two</p>
<p>1. Warm up with the BrainDance from day one.</p>
<p>2. Reflect on prior day's activities. <u>Prompt</u>: Remember yesterday--we were working in groups to decide what size movement we wanted to do first, second, and third. What helped you decide what order to use? How did you decide what movements you were going to do? How were you fair and how did you let everyone participate in the decision making? <u>Embedded Assessment</u>: Self and peer assessment.</p>
<p>3. Guides rehearsal. <u>Embedded Assessment</u>: Check list</p>
<p>4. Asks students to perform. <u>Prompt</u>: While the dancers are performing, you the audience will be detectives trying to figure out what measurement length the dancers used in their first, second, and third movements. <u>Embedded Assessment</u>: Peer assessment and check list.</p>
<p>5. Reflects on and reinforces using measurement and ordinal numbers in dance and math.</p>

Vocabulary	Resources: Historical Art or Performance	Classroom, Visual Arts or Performing Arts Materials	WA Essential Learnings
<p><u>Dance</u></p> <ul style="list-style-type: none"> • choreography • self & general space <p><u>Arts-Infused</u></p> <ul style="list-style-type: none"> • length • measurement • size <p><u>Math</u></p> <ul style="list-style-type: none"> • foot/feet • inches • ordinal numbers • yards 	<ul style="list-style-type: none"> • <i>Eyes on Dance</i> at Pacific Northwest Ballet <p>Scheduled Study Visit: February 9th, 2007</p>	<ul style="list-style-type: none"> • <i>Music for Creative Dance Volumes III & IV</i> • Student planning sheet • Check list • 2nd Grade math curriculum 	<p>AEL 1.1 concepts:</p> <ul style="list-style-type: none"> • Size • Self & General Space <p>AEL 1.2 skills and techniques:</p> <ul style="list-style-type: none"> • Performs simple dances in small groups • AEL 1.4 Audience skills • AEL 2.1 Creating and organizing arts elements into a creative work • AEL 2.2 Present work for others, reflects and evaluates • AEL 2.3 Describe what is seen • AEL 4.2 Connects other subjects: dance and math <p>Math/Reading/Writing GLE</p> <ul style="list-style-type: none"> • Math GLE 1.2 Understands concepts and procedures from measurement • 1.1.2 Understands sequential relationships among whole numbers

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Students		DANCE/MATH	DANCE/MATH	DANCE/MATH
		Shows in general space or self space, small movements that travel about an inch, medium movements that travel about a foot, and large movements that travel about a yard	Choreographs a three-part dance. Dancers choose a different length of measurement for each section of the dance (inches, feet, or yards).	Uses ordinal words to describe the order of a movement sequence
				Total Points
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27.				
28.				
Total				
Percentage				

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:	Monthly newsletter describing the students' participation in planning and choreographing a dance using measurement and ordinal numbers.