# ARTS IMPACT INSTITUTE LESSON PLAN - Core Program Year 2 Art-Infused

DANCE LESSON – Sharp & Smooth Energy Qualities

Arts-Infused Disciplines: Dance/Writing Arts-Infused Concept: Word Choice, Verbs,

Adjectives

Artist-Mentor: Joanne Petroff Grade Levels: Third through Fifth Grade

Examples:

Enduring Understanding

Movements with clear qualities of energy can add expression in dance.

Target: Moves using two types of clear energy qualities.

Criteria: Performs visible movement of a specific energy quality: smooth/on-going/flowing or

sharp/stopped.

Target: Uses words choice to create choreography linked to one clear energy quality.

Criteria: Selects adjectives and verbs/gerunds to write a cinquain and uses the various

movement choices to visibly demonstrate the smooth or sharp quality of the poem.

Target: Performs choreography without interruption.

Criteria: Dances the complete sequence of movements from beginning to end, without stops.

Target: Performs choreography using word choice linked to one clear energy quality.

Criteria: Prompted by the word choice in their cinquain, expresses the energy quality of

smooth/fluid or sharp/stopped.

Teaching and Learning Strategies

1. Leads students in BrainDance warm-up. (Originally developed by Anne Green Gilbert,

video reference: BrainDance, Variations for Infants through Seniors). Music: Eric Chappelle, #18

“Potpourri” from Music for Creative Dance, Volume IV. Demonstrates the dance using the

following sequence of movement patterns: Prompts:

Tactile: (standing) Rub hands. Tap body lightly from head to toe. Stomp feet.

Breath and Core-Distal: 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. Prompt: Use smooth, on-going, fluid movements as you expand and

shrink.

Head-Tail: Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and

back. Curve from side-to-side several times. Prompt: Use flowing movements, like seaweed

underwater.

Upper Half: Stabilize the lower half of the body and only the top half dances. Prompt: Try doing

sharp/stopped, robotic movements.

Lower Half: Stabilize the upper half of the body. Only the bottom half dances, staying in one

spot. Prompt: Continue using sharp movements.

Body-Half Right: Stabilize the left side of the body and only the right side dances. Prompt: Try

alternating smooth and sharp movements.

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Body-Half Left: Stabilize the right side of the body and only the left side dances. Prompt:

Continue with energy quality explorations.

Swing: Swing upper body up and down several times. Prompt: Use smooth pendulum motions.

Cross-Lateral: 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;

Prompt: Use smooth continuous movements.

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

in place for 4 counts. Prompts: Glue your arms to your sides so you don’t hit anyone as you

spin. Did anyone notice some changes we made in the BrainDance today? Right! We used

smooth/flowing and sharp/stopped energy qualities as we moved. Show Word of the Day sign.

Did you have a preference? Did you like to move like a robot? Did you prefer the smooth, fluid

movements?

Student: Moves with teacher cueing movements including exploration of energy qualities.

Embedded Assessment: Student self-assessment

2. Uses a MOVE & FREEZE activity to highlight when students are using

smooth/flowing or sharp/stopped movement. Starts this activity by calling out which type

of energy quality to use as students move through self or general space. Guides the exploration

by using voice. You can also guide this activity by using a drum beat to indicate sharp

movements and a bloogle or recorder (or any instrument that makes a smooth, flowing sound)

for the smooth movements. Prompts: When you hear me say the word “sharp” with a

percussive or staccato quality, you will move using sharp energy. When I say “smooth”, I will

say it with an on-going, legato quality. You will move using smooth energy. Silence means

freeze. Prompts: Show me how your whole body can move using smooth or sharp energy. Now

show me just one body part. Are you able to make a clear distinction between the two different

qualities? What movement strategies are you using to help you to be clear?

Once the students are familiar with the structure asks for a volunteer to call out the

energy quality. Prompts: When you are the director, (or the person calling out the moves)

don’t forget you can ask people to move their whole body, or just an arm, a leg, or their head.

Try different levels, self and general space, or directions in addition to the energy qualities.

Student: Moves with smooth or sharp movements as directed.

Embedded Assessment: Student self-assessment

3. Body Brainstorm/Word Banking. Divides class into 2 groups. One group will be

performers and the other will be audience. Then reverse roles. Prompts: Dancers, you will be

doing a body brainstorm, or experimenting with lots of ways to do movements that have a

sharp or smooth quality. Move using the music structure as a guide. First section—use

smooth/flowing movements in general space; second section—when music changes, begin

using sharp movements in general space; third section—stay in self space and use smooth

movement; fourth section—use sharp movements in self space. Music: Eric Chappelle, #16

“Energy” from Music for Creative Dance, Vol. IV. Prompts: A dancer/movement artist’s job is to

move clearly to communicate the movement energy. Audience, your job will be to contribute

words to our word bank. We are looking for adjectives or verbs that express, illustrate, or

describe the sharp or smooth movement qualities we see our performers using as they dance.

Remember your words and I’ll write them after the dancers have finished performing.

Labels one sheet verbs/gerunds and the second sheet adjectives. Each sheet should be divided

into two columns. One for verbs, one for adjectives. Facilitates student analysis of word choices

linked with movements.

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Student: Participates in activity as performer or audience member.

Embedded Assessment: Criteria-based room scan/reverse checklist

4. Energy Quality Cinquains.

a. Models writing poem. Writes a cinquain, a five-line poem, with the whole class to

demonstrate the process.

subject or noun

(shape)

adjective or descriptive word adjective or descriptive word

(self-space) (self-space)

verb/gerund verb/gerund verb/gerund

(general space) (general space) (general space)

four word phrase or a complete sentence

(dancers’ choice)

repeat noun from line 1, or a synonym, or a word that sums it up

(shape)

Prompts: Our poems will be about either sharp energy or smooth energy. We’ll use some of the words

from the lists we brainstormed. I’ll post the poem structure and the dance criteria (in parentheses) we

will use.

b. Models choreographic process. As a whole group, translates the cinquain into a dance.

Prompt: Be sure to incorporate the dance criteria listed for the lesson.

c. Divides into groups of 4 or 5 and students repeat steps a & b. Hands out cinquain

format worksheet. Prompts: Remember, we are looking for the words that help us to

illustrate either sharp movements or smooth movements. Our cinquain will be about one or

the other. Say the words as you dance them. It will help you to remember your

choreography. In addition, your audience will hear and see the poem simultaneously.

Student: Participates in group creative process.

Embedded Assessment: Criteria-based teacher checklist

5. Leads class through rehearsal and performance process. Circulates among groups to

check in on progress. Hands out performance rubric page. Prompts: When a dancer shows clear

energy from beginning to end without stopping, the dance is more expressive. As you rehearse,

keep your rubric in mind to see how you think you’re doing. As you watch the performers, keep

the rubric in mind.

Student: Rehearses and performs dance studies. Fills out performance rubric page.

Embedded Assessment: Criteria-based self-assessment performance rubric

6. Leads discussion and reflection. Prompts: What are some of the word choices you heard

in the poems? Can you demonstrate a movement choice you thought was particularly effective

in communicating sharp or smooth energy? Where do we see sharp or smooth energy used in

our daily lives?

Student: Reflects on performances and uses of energy qualities in activities done frequently

during school or at home.

Arts Impact Core 2 – Arts Infused Summer Institute – Dance: Sharp & Smooth Energy Qualities

Vocabulary Materials and Community Resource WA Essential Learnings &

Frameworks

Arts Infused -

Dance & Writing:

action

describe

express

fluid

illustrate

Arts - Dance:

bloogle

choreography

energy qualities:

general space

legato

percussive

robotic

self space

shape

sharp/stopped,

smooth/flowing

staccato

Writing:

adjective

Cinquain

gerund

verb

Performances:

Broadway Center for the Performing Arts, Tacoma,

WA:

World Series of Dance, Seattle, WA:

Pacific Northwest Ballet, Seattle, WA:

Performance Materials:

drum

bloogle or recorder

Word of the Day sign

markers

cinquain format poster

student cinquain format pages

large sheets of paper

student rubric assessment pages

Music: Eric Chappelle, # 18 “Potpourri” & 16

“Energy” from Music for Creative Dance, IV

AEL 1.1 concepts: energy qualities – smooth & sharp

AEL 1.2: skills and techniques: creating choreography

AEL 2.1 applies creative process: performance

AEL 2.2 artistic process: creates performs, responds

AEL 3.1 communicates ideas

AEL 4.2 makes connections: dance, reading writing

WEL word choice: uses style appropriate to audience

and purpose

Arts State Frameworks

Grade 3: creates and performs smooth and sharp

movements (energy)

Writing State Frameworks

Grade 1: builds a rich vocabulary through listening,

talking, writing and activities; uses classroom

resources (e.g. word walls, other student/teachergenerated

resources)

Grade 2: uses word choice to show emotion and

interest (in writing)

Grade 3: selects specific words

Grade 4: uses precise words (e.g. vivid verbs)

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Cinquain Format, Word Wall or Poster

DANCE ARTS LESSON – Sharp & Smooth Energy Qualities

Line 1: subject or noun

(shape)

Line 2: adjective adjective

(self-space) (self-space)

Line 3: verb/gerund verb/gerund verb/gerund

(general space) (general space) (general space)

Line 4: four word phrase or a complete sentence

(dancers’ choice)

Line 5: repeat noun from line 1, or a synonym, or a word that sums it up

(shape)

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Cinquain Format

DANCE ARTS LESSON – Sharp & Smooth Energy Qualities

Names of group members:

Line 1: subject or noun

(shape)

Line 2: adjective adjective

(self-space) (self-space)

Line 3: verb/gerund verb/gerund verb/gerund

(general space) (general space) (general space)

Line 4: four word phrase or a complete sentence

(dancers’ choice)

Line 5: repeat noun from line 1, or a synonym, or a word that sums it up

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DANCE LESSON – Sharp & Smooth Energy Qualities

ASSESSMENT RUBRIC – Group: Circle your performance level

Sharp and Smooth

Energy Qualities

4 3 2 1

Dances the complete

sequence of movements

from beginning to end,

without stops

Group performed from

beginning to end without

stopping

Group had to stop one or two

times

Group had to stop

many times

Group couldn’t

remember our

choreography

Clearly expresses the

energy quality of

smooth/fluid or sharp/

stopped

Smooth energy or sharp

energy is distinct in

choreography, rehearsal, and

performance

Smooth energy is fluid or

sharp energy is stopped in

choreography and rehearsal,

but not in performance

Specific energy quality

is not sustained

throughout

choreography

It is not clear which

quality of energy is

intended, sharp or

smooth

ASSESSMENT WORKSHEET

Students Energy Qualities Creating Performance

DANCE

Performs

movement of a

specific energy

quality:

smooth/

ongoing/

flowing

DANCE

Performs

movement of

a specific

energy

quality:

sharp/

stopped

WRITING

Writes a

cinquain

using

adjectives

and verbs

DANCE

Choreographs

movements

that visibly

demonstrate

the smooth or

sharp quality

of the poem

DANCE

Dances the

complete

sequence of

movements

from

beginning to

end, without

stops.

(1 – 4)

DANCE

Clearly

expresses

the energy

quality of

smooth/fluid

or sharp/

stopped

(1-4)

Total

points

12

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Total

Percentage

Criteria-based Reflection Questions: (Note examples of student reflections.)

Self-Reflection: What movement strategies are you using to help you to be clear?

Peer to Peer: What movement strategies did you use to distinguish distinct qualities of sharp and

smooth?

Thoughts about Learning:

Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?

Lesson Logistics:

Which classroom management techniques supported learning?

Teacher: Date:

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DANCE LESSON – Sharp & Smooth Energy Qualities

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Sharp and Smooth

Energy Qualities

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intended, sharp or

smooth

SELF-ASSESSMENT WORKSHEET

Student Name: Energy Qualities Creating Performance

DANCE

Performs

movement of a

specific energy

quality:

smooth/

ongoing/

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DANCE

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(1-4)

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point

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ARTS IMPACT FAMILY LETTER

DANCE LESSON – Sharp & Smooth Energy Qualities

Dear Family:

Today your child participated in a dance lesson.

• We danced with 2 specific types of energy qualities: smooth/on-going/flowing or

sharp/stopped movements

• We wrote cinquains, a type of poem with 5 lines. We made Word Choices with adjectives

and verbs that described movements that were either sharp or smooth in quality.

• We then choreographed or made up dances that used various movement choices to visibly

demonstrate the smooth or sharp quality of the words in the poem. We learned a dancer or

movement artist’s job is to move clearly to communicate the movement energy.

You could discuss where we see sharp or smooth energy used in our daily lives.

Enduring Understanding

Movements with clear qualities of energy can add expression in dance.