

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

FIRST GRADE—LESSON THREE: Prepositional Relationship Dance with Energy

Artist-Mentor – Debbie Gilbert

Grade Level: 1st grade

Reference: "Relationships in Space," by Eric Johnson

Examples:

Enduring Understanding

Precise prepositions can describe where a person or object is in relationship to another person or object.

Target: Moves using two types of energy quality.

Criteria: Performs smooth movement and sharp movement.

Target: Makes shapes showing prepositions with a partner.

Criteria: Freezes like a statue with a partner in the following relationships: over/under, around/through, and beside.

Target: Choreographs and performs a prepositional relationship dance.

Criteria: Creates a shape with a partner using one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape as part of the following sequence: relationship shape, dance away with sharp energy, relationship shape, dance away with smooth energy, relationship shape.

GENERATE IDEAS

- Gather Information
- From WHAT you know
- From WHO you know
- Brainstorm

Target: Identifies a prepositional relationship.

Criteria: States the preposition that describes relationship shape performed in the dance.

CONSTRUCT MEANING

- Create drafts
- Organize ideas
- Make a choice

Teaching and Learning Strategies

Day One (This lesson takes two class sessions.)

1. **Prepares students for exploring smooth and sharp energy.** Displays lesson criteria and dance photos. Leads students in exploring each concept with a hand dance. (Pacific Northwest Ballet: smooth – Lesley Rausch and Jordan Pacitti in *Ulysses Dove's Red Angels*, sharp – Lesley Rausch in *Ulysses Dove's Red Angels*)
Prompts: Today we will be dancing with smooth energy and sharp energy. Show me a smooth movement with your hands. Say "smooth" when you move. Show me a sharp movement with your hands. Say "sharp" when you move. Here are photographs of Pacific Northwest Ballet dancers making shapes. Which shape is sharp? Why? Which shape is smooth? Why?

Student: Explores the dance concepts briefly in sound and movement.

2. **Leads students in BrainDance warm-up.** (Originally developed by Anne Green Gilbert, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).

Music: "Language of Dance BrainDance K/1" #1, *Writing Dances*. *Prompts:* The BrainDance has our dance words for today: sharp and smooth. At the end of the

SELF-REFLECT

- Check in with self
- Check in with others
- Refine work

BrainDance, I'll ask you where we did them in the BrainDance. **Leads the dance using the following sequence of movement patterns:**

Breath: Inhales and exhales. Repeats. *Prompts: Your muscles and your brain need oxygen, so **slowly** inhale through your nose and **slowly** exhale through your mouth.*

Tactile: Brushes arms and legs. Taps body lightly from head to toe. *Prompts: **Slowly** brush your arms. **Slowly** brush your legs. **Quickly** tap from the top of your head all the way to your toes.*

Core-Distal: Gradually increases the size of the body, growing from the center of the body into a big shape and then shrinking back into a small shape. Repeats. *Prompts: **Smoothly** grow into a **big** shape. **Smoothly** shrink into a **small** shape. **Smoothly** grow into a **big** shape. **Smoothly** shrink into a **small** shape. **Sharp, big** shape. **Sharp, small** shape. **Sharp, big** shape. **Sharp, small** shape.*

Head-Tail: Curls the body forward from head to tailbone. Curls it backwards. Repeats. Curves from side-to-side several times. *Prompts: **Smoothly** curl forwards and backwards and forwards and backwards. **Smoothly** curve from side to side.*

Upper Half and Lower Half: Stabilizes the lower half of the body and only the top half dances. *Prompts: The top half of your body is in motion, while the lower half is frozen. Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.* Stabilizes the upper half of the body. Only the lower half dances, staying in one spot. *Prompts: The lower half of your body is in motion, while the upper half is frozen. Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.*

Body-Half Right and Left: Stabilizes the left side of the body and only the right side dances. Repeats on the opposite side. *Prompts: Your left side is frozen and only the right side dances. Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.* Now the right side is frozen and the left half dances. *Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.*

Eye-Tracking: Follows the thumb with the eyes from side to side and up and down. *Prompts: Keep your eyes on your right thumb. **Smoothly** move it from one side to the other. Watch your left thumb as you **smoothly** move it from side to side. Watch your right thumb as you **smoothly** move it up and down. Watch your left thumb as you **smoothly** move it up and down.*

Cross-Lateral: Reaches across the body with one hand and then the other, on high and low levels. *Prompts: Use your hands to draw lines crossing in front of your body. Reach across up **high**, up **high**, down **low**, down **low**. Up **high**, up **high**, down **low**, down **low**. Up **high**, up **high**, down **low**, down **low**. Up **high**, up **high**, down **low**, down **low**.*

Spin/Vestibular: Turns clockwise. Stops and freezes in a shape. Turns counterclockwise. Stops and freezes in a shape. Repeats. *Prompts: Glue your arms to your sides. **Slow** turn. **High** shape. **Slow** turn. **Low** shape. **Fast** turn. **High** shape. **Fast** turn. **Low** shape. Inhale. Exhale.*

Prompts: When did we do sharp and smooth energy in the BrainDance today?

Student: Participates in warm-up according to teacher prompts.

Embedded Assessment: Criteria-based teacher checklist—room scan

3. Introduces the concepts of smooth and sharp energy.

- a. **Demonstrates the concepts.** Displays the dance word signs for the concepts: smooth, sharp. Builds student vocabulary by asking students to think of other words that describe smooth and sharp movements they observe as the teacher demonstrates. Charts student response.

Prompts: I am going to show you smooth energy. Can you think of other words to describe my movement (e.g. on-going, not stopping, flowing, slow)? I am going to show you sharp energy. Can you think of other words to describe sharp energy (e.g. stopped, robotic, jerky)? We

GENERATED IDEAS!

- b. **Directs Move and Freeze with sharp and smooth energy.** Plays “Smooth and Sharp Move and Freeze” #6, *Writing Dances*. *Prompts: I’ll play the music; you’ll hear smooth or sharp movement and self and general space called out. Follow the directions. When the music pauses, freeze in a shape.*

Student: Contributes descriptive words and explores the concepts as cued by music.

Embedded Assessment: Criteria-based teacher checklist—room scan

4. Guides students in a reflection. *Prompts: When do you use sharp and smooth energy during the part of the day when you are not dancing?*

Student: Reflects on the use of energy qualities in daily life.

Embedded Assessment: Criteria-based group reflection

Day Two

1. Prepares students for exploring prepositions or position words. Displays lesson criteria and dance photos. Leads students in exploring each concept with a hand dance. (Pacific Northwest Ballet: relationships – Karla Körbes and Seth Orza in Christopher Wheeldon’s *Carousel (A Dance)*, Louise Nadeau and Christophe Maraval in George Balanchine’s *Serenade*, PNB Dancers in George Balanchine’s *Prodigal Son*.) *Prompts: Today we will be making shapes and movements that are over, under, around, through, and beside. Make a shape with one hand over and one hand under. Say “over, under.” Make a shape with one arm around and one hand through. Say “around, through.” Make a shape with both hands beside each other. Say “beside.” Over, under, around, through, and beside are position words or prepositions. Relationships describe where someone or something is in relationship to someone or something else.*

Here are photographs of Pacific Northwest Ballet dancers making shapes that show different prepositional relationships. Where do you see over and under? Where do you see around and through? Where are the dancers beside or next to each other?

2. Leads students in *BrainDance* warm-up.

Music: “Language of Dance BrainDance K/1” #1, *Writing Dances*.

Student: Participates in warm-up according to teacher prompts.

Embedded Assessment: Criteria-based teacher checklist—room scan

3. Repeats Move and Freeze with sharp and smooth energy. Plays “Smooth and Sharp Move and Freeze” #6, *Writing Dances*.

Student: Explores the concepts as cued by music.

Embedded Assessment: Criteria-based teacher checklist—room scan

4. Introduces the literacy concept of prepositions also known as the dance concept of relationships.

- a. **Demonstrates the concepts with a student.** Displays the dance word signs for the concepts: over/under, around/through, beside. Makes shapes that are over/under, around/through, and beside with a partner. *Prompts: Prepositions are words that describe where you are in relationship to the other dancer. They are position words. My partner and I will make an over/under shape. My partner’s shape is over or above my shape. My shape is under or below my partner’s shape. Notice that our shapes are not touching.* Repeats demonstration with around/through and beside (or next to).
- b. **Guides students as they explore over/under, around/through, and beside shapes with a partner.** Pairs students and cues their exploration. Describes shapes observed. Asks students to pair-share about their shapes. *Prompts: We’re **GENERATING MORE IDEAS!** When you make your shapes with your partner, always have empty space around you — no*

touching. Make an over/under shape. Make an around/through shape. Make a beside shape. Turn and talk with your partner. What did you need to do to make a relationship shape together?

Student: Makes relationship shapes with a partner.

Embedded Assessment: Criteria-based teacher checklist; self-assessment; peer assessment

5. Guides students in the creation of Prepositional Relationship Dances. Music: "Prepositional Relationship Dance with Energy" #7, *Writing Dances*.

- a. **Demonstrates the choreographic process with a partner.** Chooses a relationship shape, either over/under, around/through, or beside. Practices the shape. Puts the dance into a sequence: relationship shape, dance away with sharp energy, the same relationship shape, dance away with smooth energy, the same relationship shape. Shows dance with the music. (Hint: The music will call the cues for each section to make it easy for the dancers to remember the sequence.) *Prompts: **My partner and I are CREATING MEANING. We are making choices about which shape to do and organizing our ideas by putting them in order.** First, we'll decide which kind of relationship shape to do, either an over/under, around/through, or beside shape. We'll practice the shape. Then we'll put the dance in order: the shape, dance away from our partner with sharp energy, the same shape, dance away from our partner with smooth energy, and end with the same shape. The music will help us keep the dance in order. We'll need to look for the empty space when we dance away from and back to our partner, so we don't bump any other dancers.*
- b. **Asks students to plan and practice the dance with their partners.** Plays music for rehearsal. *Prompts: Choose your shape with your partner. Practice making the shape. Practice dancing away from your partner with sharp and then smooth energy. Practice dancing back to your partner and making the same shape. Keep your eyes open so that you always have empty space around you, so that you don't touch your partner or any other dancer. After you work for a while, I'll play the music so that you can rehearse the whole dance.*

Student: Selects shape with a partner. Rehearses the sequence of movements and shapes.

Embedded Assessment: Criteria-based teacher checklist

6. Leads students through a performance of the Prepositional Relationship Dances followed by a responding process. Asks half the class to perform their Prepositional Relationship Dances with their partners and half to be the audience, then they will switch roles. Reviews performer and audience behavior. *Prompts: Performers what do you want from your audience? Audience what do you want from your performers?* After the dance is performed, asks the dancers to say the preposition or position word that describes their shape. Then asks the audience members to describe some of the relationship shapes they observed. (Hint: After the dancers have performed their dances and told the audience their prepositions, you could ask the dancers to show their shapes one more time. That will make it easier for the audience to describe and analyze the shapes.)

*Prompts: **We're doing the SELF-REFLECTION part of the artistic process.** First the dancers will tell us which relationship word they used. Then the audience will respond. Can anyone describe an over/under shape you observed? How do you know? Can anyone describe an around/through shape you observed? Can anyone describe a beside shape you observed? Which smooth movements did you see? Which sharp movements did you see?*

Student: Performs and describes dances.

Embedded Assessment: Criteria-based teacher checklist; self-assessment; peer assessment; reflection

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts Infused:</u> Around/through Beside Over/under Prepositional relationships</p> <p><u>Reading/Writing:</u> Prepositions Writer</p> <p><u>Arts:</u> Smooth energy Sharp energy Relationships Shapes</p>	<p>Performance: Pacific Northwest Ballet; Seattle, WA</p> <p>Performance Materials: Lesson criteria chart CD player <i>Writing Dances</i> music CD Drum Dance word signs: smooth, sharp, over/under, around/through, beside Assessment checklist</p> <p>Dance Photographs: Pacific Northwest Ballet: Lesley Rausch and Jordan Pacitti in Ulysses Dove's <i>Red Angels</i> Lesley Rausch in Ulysses Dove's <i>Red Angels</i> Karla Körbes and Seth Orza in Christopher Wheeldon's <i>Carousel (A Dance)</i> Louise Nadeau and Christophe Maraval in George Balanchine's <i>Serenade</i> PNB Dancers in George Balanchine's <i>Prodigal Son</i> ©Angela Sterling (see CD for images)</p>	<p>Arts State Grade Level Expectations AEL 1.1.1 concepts: <i>energy, relationships, shape</i> EL 1.1.2 principles of organization: <i>creates and performs structured improvisations</i> AEL 1.2 skills and techniques: <i>demonstrates focus and concentration while moving</i> AEL 1.4 audience skills: <i>responding</i> AEL 2.1 creative process: <i>gathers information, organizes ideas, reflects</i> AEL 4.2: <i>connection between dance and writing</i></p> <p>Writing State Grade Level Expectations 3.2.2 Uses a variety of words <i>Builds a rich vocabulary through talking, listening, and language activities: rich vocabulary, descriptive words</i></p>

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ASSESSMENT WORKSHEET

Disciplines Concept	ARTS		ARTS			ARTS		WRITING	Total Pts 8
	Energy		Relationship Shapes			Prepositional Relationship Dance		Description	
Students	Performs smooth movement	Performs sharp movement	Makes over/ under shape with partner	Makes around/ through shape with partner	Makes beside shape with partner	Creates a shape with a partner using one of the following: over/under, around/ through, beside	Dances the shape as part of the following sequence: relationship shape, dance away with sharp energy, relationship shape, dance away with smooth energy, relationship shape	States the preposition that describes the relationship shape performed in the dance	
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28.									
Total									
Percentage									

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

Generating Ideas:

Constructing Meaning:

Self-Reflection:

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: _____

ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER

ARTS AND LITERACY

FIRST GRADE—LESSON THREE: Prepositional Relationship Dance with Energy

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about how **prepositions** describe where someone or something is in **relationship** to someone or something else.

- We did the **BrainDance** to warm-up our brains and our bodies.
- We explored movements with **smooth** and **sharp energy**.
- We generated ideas by making **over, under, around, through,** and **beside shapes** with partners.
- We organized our ideas and chose a shape, then added smooth and sharp movement to create a **prepositional relationship dance**.
- We reflected upon our process of making a preposition dance and said the preposition we chose for our shape.

You could use prepositions to describe an object's location. (e.g. Where is the clock? Over the refrigerator. Where is the dog? Beside the cat.) Ask your child to show you how to make an *over, under, around, through,* or *beside* shape with you.

Enduring Understanding

Precise prepositions can describe where a person or object is in relationship to another person or object.