

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

FIFTH GRADE—LESSON THREE: Rhythm Choreography

Artist-Mentor – Debbie Gilbert

Grade Level: 5th grade

Reference: Whistlestop Dance Company: Debbie Gilbert, Joanne Petroff with Angie Bolton

Examples:

Enduring Understanding

Combining long/slow and short/fast sounds or movements creates rhythm in dance and in language.

Target: Demonstrates rhythm.

Criteria: Performs patterns of long/slow and short/fast sounds or movements.

Target: Develops a rhythmical sound score.

Criteria: Selects a one syllable, a two syllable, a three syllable, and a four syllable word: puts them in order; decides how many times each word repeats.

Target: Choreographs and responds to a Rhythm Choreography Dance.

Criteria: Chooses a shape or movement for each word of the sound score; in writing, describes one shape or movement and explains how it shows the meaning of the word.

GENERATE IDEAS

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

CONSTRUCT MEANING

- Create drafts
- Organize ideas
- Make a choice

SELF-REFLECT

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

Teaching and Learning Strategies

Day One (this lesson takes two class sessions)

1. **Prepares students for exploring rhythm.** Displays lesson criteria. *Prompts: Writers use words to build rich vocabulary and communicate their ideas. Dancers use dance concepts to make their dances more interesting and to help them communicate meaning. Today we are going to be dancing the dance concept of rhythm. We'll create a dance today using the rhythm of words. The rhythm of words is important to writers. Listen to the rhythm of the words in this poem. Reads a poem with a strong rhythm in the choice of words (e.g. Charlie Parker Played Be Bop by Chris Raschka).*

The rhythm of movement is important to dancers.

Rhythm: Make a fast or short movement with your hands. Make a slow or long movement with your hands. When you repeat a pattern of slow and fast sounds, you create a rhythm. Let's repeat this rhythm with a hand dance: fast, fast, fast, fast, slow, slow.

Student: Explores the dance concept briefly. Considers the connection between dance and writing.

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 4/5" #14, *Writing Dances*. *Prompts: Rhythm is our dance word today. At the end of the BrainDance, I'll ask you where we used it 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 you use rhythm in the BrainDance?

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

Embedded Assessment: Criteria-based room scan

3. Introduces the dance concept of rhythm.

- a. **Demonstrates the concept of rhythm.** Displays the dance word sign for the concept. *Prompts*: I'll use my arms to show you this rhythm, or pattern of fast and slow movements—slow, fast, fast, slow, fast, fast. What's another rhythm I could do? Could you do that rhythm with your feet? We've **GENERATED MORE IDEAS!**
- b. **Directs Move and Freeze** with rhythm. Plays a variety of rhythms on the drum and cues the students. Repeats each rhythmic pattern a few times. *Prompts*: I'll play a rhythm on the drum. Put the rhythm in your bodies. Use different levels and move in self or general space to make it more interesting.

Student: Analyzes and explores the concepts as cued by teacher.

Embedded Assessment: Criteria-based teacher checklist—room scan

4. **Generates a word bank.** Guides students to select a theme. Displays a chart with four sections (one section each for one syllable words, two syllable words, three syllable words, and four syllable words.) Charts student response. (Hint: Keep the lists short, with three to five words in each section.)
*Prompts: Let's select a theme for our dance. We'll choose a theme we have been exploring in the classroom, because we will have plenty of prior knowledge about it. The next step is to **GENERATE IDEAS**. Our chart has four sections – one section each for one syllable words, two syllable words, three syllable words, and four syllable words. What are some one syllable words that relate to our theme?* Repeats with two, three, and four syllable words.

Student: Contributes words to word bank.

Embedded Assessment: Criteria-based teacher checklist

5. **Leads students to clap the rhythm of the syllables of the words.** Guides students as they clap one syllable words which will be slow, like whole notes. (Note: The two syllable words will be equivalent to half notes. The three syllable words will be triplets. The four syllable words will be fast, like quarter notes.)

Prompts: Let's clap the syllable of the words on our chart. Are you clapping one time for every syllable?

Student: Claps the words from the word bank.

Embedded Assessment: Criteria-based room scan and teacher checklist; self assessment

6. **Guides creation of a Rhythm Choreography Sound Score.**

a. **Selects one word from each section. Decides the order of the words. Decides how many times each word will be repeated.** *Prompts: We are **CREATING MEANING as writers, by choosing which words we will use in our sound score for our dance.** Let's select one word from each section. Think about which words both show our theme and would make a good dance shape or movement. Which word should we say first? How many times should we repeat it?* Repeats the process with the other three words selected. (Hint: Limit the number of repetitions of each word at a time to four or less.)

b. **Leads students as they chant the sound score.** *Prompts: Let's all chant the words we have chosen. Our choices have become the sound score for the dance.*

Sample:

form
biography, biography, biography
form
narrative, narrative, narrative
form
fiction, fiction, fiction
form

Student: Selects words for the sound score. Decides order and number of repetitions. Chants sound score.

Embedded Assessment: Criteria-based teacher checklist

7. **Facilitates choreography and rehearsal of the Rhythm Choreography Dance.**

a. **Guides students to choose movements or shapes for each word of the sound score.**

*Prompts: **Now we will CREATE MEANING as dancers, by choosing which movements we will use in our dance.** We will work together to choose a shape or movement to show the meaning of each word in the dance. Think about when you want to use a low level and when you want to use a high level. Do some movements in self-space and some in general space. The rhythm of the words will help you make a rhythm in the movements.*

b. **Leads a rehearsal of the dance.** (Hint: The chanting of the words can be the only accompaniment for the dance, or you can use percussion instruments in addition to the words.)

Prompts: We will practice our dance together. Say the words out loud as we do the dance.

Student: Contributes ideas for the dance. Rehearses.

Embedded Assessment: Criteria-based teacher checklist

8. Leads students through a performance of the Rhythm Choreography Dance. Asks half the class to perform the dance and half to be the audience, then they will switch roles. Reviews performer and audience behavior. *Prompts: After the dance has been performed, the job of the audience members will be to describe the movements and shapes they observed. Describe the shapes. How do shapes show the meaning of the words? Describe the movements. Be very specific in your descriptions, so someone who did not see the shape or movement could do it exactly the same based on your verbal description. What did they do with their arms, legs, backs, etc.? What level was used? Was it in self or general space? How did the dancers show the meaning of the words? Our REFLECTION will make us better dancers and writers.*

Student: Performs, observes, describes.

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

9. Guides students in journal reflections. (Note: You may use the Rhythm Choreography Response Worksheets and insert them into journals.) *Prompts: Pull out your Arts Impact journals, and write our dance concepts for the day. Journals are a great way to check in with yourself. Choose one shape or movement from our Rhythm Choreography Dance. Describe the shape or movement and explain how it shows the meaning of the word.*

Student: Reflects in writing.

Embedded Assessment: Criteria-based teacher checklist; written reflection

Day Two

1. Leads students in BrainDance warm-up.

Music: "Language of Dance BrainDance 4/5" #14, *Writing Dances*.

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

Embedded Assessment: Criteria-based teacher checklist—room scan

2. Guides students in writing, choreographing, and rehearsing the Rhythm Choreography Dance in small groups. Asks students to get their Arts Impact journals and a pencil, or distributes Rhythm Choreography Worksheets. *Prompts: You will be GENERATING IDEAS and then CONSTRUCTING MEANING. There should be a relationship between the words to make the greatest meaning. What movements will you create for the different words? Ask yourself, does your movement show the meaning of the words? Here's your job:*

- Select a theme (or the teacher assigns a theme based on classroom curriculum).
- Generate a word bank of one, two, three, and four syllable words.
- Choose one word from each section.
- Decide the order of the words and the number of times you'll repeat each word.
- Choose movements or shapes to show the meaning of each word of the sound score. Decide when you will use a high or low level. Use both self and general space.
- Practice dancing the dance as you chant the sound score with expressive voices.

(Optional: Invite groups to collaborate with other groups to create accompaniment for the dances with either body percussion or percussion instruments.)

Student: Writes a sound score. Choreographs the dance. Rehearses.

Embedded Assessment: Criteria-based teacher checklist

3. Leads students through a performance of the Rhythm Choreography Dance. Asks each group to perform, and the audience to respond. Reviews performer and audience behavior. *Prompts: While the dance is being performed, the job of the audience will be to describe the movements and shapes they observed. How do they show the meaning of the words? REFLECTING makes us better dancers and writers.*

Student: Performs, observes, describes.

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

4. **Guides students in journal reflections.** (Note: You may use the Rhythm Choreography Response Worksheets and insert them into journals.) *Prompts: Pull out your Arts Impact journals, and write our dance concept for the day. Journals are a great way to check in with yourself. Choose one shape or movement from your group’s Rhythm Choreography Dance. Describe the shape or movement and explain how it shows the meaning of the word.*

Student: Reflects in writing.

Embedded Assessment: Criteria-based teacher checklist; written reflection

Concept for this lesson originally developed by the Whistlestop Dance Company

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts Infused:</u> Sound score</p> <p><u>Reading/Writing:</u> Syllable Writer</p> <p><u>Arts:</u> Choreographer Rhythm</p>	<p>Performance: Pacific Northwest Ballet; Seattle, WA World Series of Dance; Seattle, WA</p> <p>Performance Materials: Lesson criteria chart CD player <i>Writing Dances</i> music CD Dance word sign: rhythm Poem (e.g. <i>Charlie Parker Played Be Bop</i> by Chris Raschka). Drum Big papers or whiteboard and markers for charts Assessment checklist Student journals and pencils Rhythm Choreography Worksheets for each student Rhythm Choreography Response Worksheets, two for each student</p>	<p>Arts State Grade Level Expectations AEL 1.1.1 concepts: <i>rhythmic patterns</i> AEL 1.1.2 principles of organization: <i>creates and performs structured improvisations</i> AEL 1.2 skills and techniques: <i>performs dance from memory</i> AEL 1.4 audience skills: <i>responding</i> AEL 2.1 creative process: <i>gathers information, organizes ideas, reflects</i> <i>AEL 4.2: connection between dance and writing</i></p> <p>Writing State Grade Level Expectations 3.2.2 Uses precise words, specialized vocabulary</p>

FIFTH GRADE—LESSON THREE: Rhythm Choreography

Rhythm Choreography Worksheet

Name:

Date:

Theme:

one syllable words	two syllable words
three syllable words	four syllable words

Rhythmical Syllable Sound Score

FIFTH GRADE—LESSON THREE: Rhythm Choreography

Rhythm Choreography Response Worksheet

Name:

Date:

Choose one word from your sound score: _____

Describe the shape or movement you used to dance the word. (Be specific. Here are some questions that might help you. What parts of the body were used? Was it on a low or high level? Was it in self or general space?)

How does the shape or movement show the meaning of the word?

ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)
FIFTH GRADE—LESSON THREE: Rhythm Choreography

ASSESSMENT WORKSHEET

Disciplines	ARTS	WRITING	ARTS AND WRITING			Total Points 5
Concept	Rhythm	Rhythmical sound score	Rhythm Choreography Dance			
Students	Performs patterns of long/slow and short/fast sounds or movements	Selects a one syllable, a two syllable, a three syllable, and a four syllable word: puts them in order; decides how many times each word repeats	Choreography	Written Response		
			Chooses a shape or movement for each word of the sound score	Describes one shape or movement	Explains how it shows the meaning of the word	
1.						
2.						
3.						
4.						
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6.						
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8.						
9.						
10.						
11.						
12.						
13.						
14.						
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21.						
22.						
23.						
24.						
25.						
26.						
27.						
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 LESSON **FIFTH GRADE—LESSON THREE: *Rhythm Choreography***

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about how writers use words to build rich vocabulary. We learned how dancers use dance concepts to make their dances more interesting and communicate ideas.

- We did the **BrainDance** to warm-up our brains and our bodies.
- We learned and explored this dance concept: **rhythm**.
- We generated ideas by selecting a theme and brainstorming a list of one, two, three, and four **syllable** words that relate to the theme.
- We created meaning by using our one, two, three, and four syllable words to make a Rhythm Choreography Sound Score, by deciding the order and number of **repetitions** of the words.
- We made choices about which movements to perform for our Rhythm Choreography Dance to match the words in the **sound score**.
- We **reflected** upon our process by choosing one word from the Rhythm Choreography Sound Score, describing its shape or movement from the dance, and explaining how it showed the meaning of the word.

You could look for one, two, three, and four syllable words at the mall or at the park. Say them and listen to the rhythm of the words. Ask your child to show you the Rhythm Choreography Dance.

Enduring Understanding

Combining long/slow and short/fast sounds or movements creates rhythm in dance and in language.