

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson One: *Describing Shadow Dances*

Author: Debbie Gilbert Grade Level: Fourth

Enduring Understanding

Refining movements and using precise verbs can communicate more specific meaning.

Lesson Description (Use for family communication and displaying student art)

Students explore the dance concepts of self-space, general space, and shape. Using precise verbs, students list the actions observed in photos of professional dancers, and add more specific verbs from their prior knowledge to the list. They use some of the actions from the list in a Shadow Exploration, as leaders and followers. Finally, they refine their skills by using precise words to describe movements, and reflect verbally and in writing.

Learning Targets and Assessment Criteria

Target: Moves in self-space and general space.

Criteria: Performs non-locomotor actions/verbs in one spot and locomotor actions/verbs through the room.

Target: Makes shapes.

Criteria: Freezes in a statue-like form.

Target: Moves in self and general space leading or shadowing a partner.

Criteria: Dances in one spot (non-locomotor action) or through space (locomotor action) with a partner, performing movement as a leader in front or copying/shadowing movement as a follower in back.

Target: Lists locomotor and non-locomotor movements/verbs performed while shadowing.

Criteria: Writes specific action words danced in self-space and specific action words danced in general space.

Vocabulary

Arts infused:

Action words
Locomotor
movement
Non-locomotor
movement

Reading/Writing:

Verbs

Arts:

General space
Self-space
Shape

Materials

Museum Artworks or Performance

Seattle, WA

Pacific Northwest Ballet
UW World Series of Dance

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Writing Dances CD by Debbie Gilbert; CD player; Two percussion instruments (e.g. shaker and drum); White board or chart paper & markers; Lesson worksheet; Pencils

continued

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Shape, Place
- 1.2.1 Skills and Techniques: Full-body Extension
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Dance and Writing

Common Core State Standards in ELA

For a full description of CCSS ELA Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELASTandards/>

W.4.2d. Use precise language and domain-specific vocabulary to inform.

continued

Pacific Northwest Ballet images:
Carla Körbes in Mark Morris' *Pacific*



Jordan Pacitti in Mark Morris' *A Garden*



Maria Chapman in George Balanchine's
Symphony in Three Movements




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W.4.8. Recall relevant information from experiences; take notes and categorize information.
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words that are basic to a particular topic.

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none">• From WHAT you know• From WHO you know• Brainstorm	<ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice	<ul style="list-style-type: none">• Check in with self• Check in with others• Refine work

Pre-Teach

This lesson is the first lesson in a series of three writing infused lessons.

Lesson Steps Outline

1. Prepare students for exploring the language of dance and literacy. Display lesson criteria.
2. Ready students for dancing by creating agreements/rules for dance behavior. Chart student responses for classroom dance behavioral expectations.
3. Lead students in *BrainDance* warm-up.
Music: "Language of Dance BrainDance 4/5" #14, *Writing Dances* by Debbie Gilbert.
4. Introduce the dance concepts of self-space, general space, and shape. Display the dance word signs for the concepts. Demonstrate the concepts. Direct Move and Freeze to explore the concepts. Use verbs to describe the movements.
 Criteria-based teacher checklist: Performs non-locomotor actions/verbs in one spot, locomotor actions/verbs through the room, and freezes in a statue-like form.
5. Brainstorm a list of precise words to describe non-locomotor and locomotor movements to dance in self-space and in general space. Display photos of professional dancers. Chart student response, with a column for self-space words and a column for general space words.
6. Model and guide students in self-space shadowing, then general space shadowing.

Music: "Shadow Dance One #15 (for self-space) and Shadow Dance Two #16 (for general space), *Writing Dances*.

☑ Criteria-based teacher checklist: Performs non-locomotor actions/verbs on one spot, locomotor actions/verbs through the room, and freezes in a statue-like form.

7. Lead an exploration to deepen students' skill in using precise words to describe movements. Invite one pair of students to stand back to back in front of the class and do the Shape Game to show how to use precise language to describe movement.

☑ Criteria-based process assessment: Writes specific action words danced in self-space and specific action words danced in general space.

8. Guide class response. Facilitate a pair-share reflection. Ask students to get their Arts Impact journals, and to pair-share with their partners, notating specific words to describe the movements done in the shadowing dance.

☑ Criteria-based teacher checklist, self and peer assessment: Writes specific action words that can be performed in self-space and specific action words that can be performed in general space.

LESSON STEPS

1. Prepare students for exploring the language of dance and literacy. Display lesson criteria.

- *We'll be learning the language of dance and also exploring how writers use language. So we'll be dancers and writers at the same time.*
 - *Every time we dance you'll learn new dance concepts that dancers use to make their dances, and also words to expand your vocabulary so you will become better writers.*
 - *We'll generate ideas, organize them into dances, and then talk and write about what we have created.*
 - *Today we will learn the dance concepts of self-space, general space, and shape. We'll create a word bank of verbs and then use some of those actions as a leader and a shadow.*
-

2. Ready students for dancing by creating agreements/rules for dance behavior. Chart student responses for classroom dance behavioral expectations.

- *Before we begin dancing, I have a question for you. How can you be creative and safe at the same time?*
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3. Lead students in **BrainDance** warm-up. (BrainDance originally developed by Anne Green Gilbert, www.creativedance.org, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors.*)

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

- *BrainDance is designed to warm up your body and make your brain work better at the same time.*
- *Shape is an important dance word. Notice where we make shapes in the BrainDance.*

Breath

- *Your muscles and your brain need oxygen, so slowly inhale through your nose and slowly exhale through your mouth.*

Tactile

- *Slowly brush your arms. Slowly brush your legs.*
- *Quickly tap from the top of your head all the way to your toes.*

Core-Distal

- *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

- *Smoothly curl forwards and backwards and forwards and backwards.*
- *Smoothly curve from side to side.*

Upper Half and Lower Half

- *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.*
- *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

- *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

- *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

- *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


- *Glue your arms to your sides. Slow turn. High shape. Slow turn. Low shape. Fast turn. High shape. Fast turn. Low shape.*

Breath

- *Inhale. Exhale.*
- *What shapes did you do in the BrainDance?*

4. Introduce the dance concepts of self-space, general space, and shape. Display the dance word signs for the concepts. Demonstrate the concepts. Direct Move and Freeze to explore the concepts. Use verbs to describe the movements.

Mini-lesson

 When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a “0” where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later and give those who have met criteria a “1.” This information will let you know who needs more practice to guide your future instruction.

- *When dancers dance in self-space, they stay in one spot. When you did the BrainDance you stayed in one spot, so you did the BrainDance in self-space.*
- *Let’s generate ideas! What movements could we do in our self-space (e.g. bend, stretch)?*

- *Those are verbs. Dancers use verbs to tell you the actions they do in their dances.*
- *Dancers call verbs that don't travel non-locomotor movements.*
- *When dancers dance in general space, they travel. They dance in the empty space so they don't touch anyone or anything.*
- *What movements could we do in our general space (e.g. walk, hop)? Those are more action words.*
- *Dancers call verbs that travel locomotor movements.*
- *When you are frozen, like a statue, you are in a shape. Notice when I make a shape, I am using my whole body – my arms, legs, head, and spine. My body is frozen; nothing is moving, except that I can breathe and blink.*

▣ Play two percussion instruments, one for each type of space (e.g. self-space – shaker, general space – drum) and cue the students.

- *When you hear the music you move and when it stops, you freeze in a shape.*
- *When you move in self-space or in general space, use your whole body, extending your movements from the center of your bodies all the way to your fingers and toes.*
- *Do a general space movement, hopping, to travel through the empty space in the room. Freeze in a shape.*
- *Do a self-space movement, stretching, to move in one spot. Freeze.*

▣ Repeat with other movements in self-space (e.g. shake, twist), and movements in general space (e.g. jump, tiptoe). Refer to locomotor and non-locomotor movement chart for additional suggestions.

☑ Criteria-based teacher checklist: Performs non-locomotor actions/verbs in one spot, locomotor actions/verbs through the room, and freezes in a statue-like form.

5. Brainstorm a list of precise words to describe non-locomotor and locomotor movements to dance in self-space and in general space. Display photos of professional dancers. Chart student response, with a column for self-space words and a column for general space words.

📖 Sharing professional work, connecting with prior knowledge



■ You may use these photos: Pacific Northwest Ballet: Carla Körbes in Mark Morris' *Pacific*, Jordan Pacitti in Mark Morris' *A Garden*, Maria Chapman in George Balanchine's *Symphony in Three Movements*. You could also choose to find your own photos that represent a variety of styles and cultures. You could review for example, The UW World Dance Series, <http://uwworldseries.org/world-dance>.

- Here are some photos of dancers from the Pacific Northwest Ballet. Can you think of some precise words to describe the actions the dancers are doing?
- Let's make a list of verbs or action words. We are *generating ideas* for our dance.

- *In one column, we'll list non-locomotor movements we can dance in self-space and in the other column, we'll list locomotor movements we can dance in general space. I'll write down the verbs that you used to describe the dancers' actions.*
- *What other verbs could we use in our dances?*


6. Model and guide students in self-space shadowing, then general space shadowing.

Music: "Shadow Dance One #15 (for self-space) and Shadow Dance Two #16 (for general space), *Writing Dances*.

- *We'll be making choices about which movements we will do. By doing so we are creating meaning as artists.*
- *I need a volunteer to be my partner and we'll demonstrate shadowing in self-space. We'll decide who will be the first leader and who will be the first shadow.*
- *As a shadow, your job is to do the same movement as the leader. Stay in self-space and do non-locomotor movements. When the music stops, we'll freeze in a shape, then switch roles.*
- *Find a partner. Leaders stand in front. Shadows stand behind.*
- *When you are the shadow leader, you are communicating nonverbally to your partner, communicating with movement instead of words.*
- *You can look at the actions on the non-locomotor list for ideas. When the music stops, freeze in a shape.*
- *I need a volunteer to be my partner and we'll demonstrate shadowing in general space.*
- *The leader moves through general space using locomotor movements which travel at a moderate pace and which are easy to copy. Fast movements are too difficult for partners to imitate.*
- *Leaders always move into empty spaces, traveling around the other dancers.*
- *You can look at the actions on the locomotor list for ideas.*
- *The first leader uses locomotor movements in general space. The shadow follows using the same movements. When the music stops, freeze in a shape, then switch roles.*

Criteria-based teacher checklist: Dances in one spot (non-locomotor action) or through space (locomotor action) with a partner, performing movement as a leader in front or copying/shadowing movement as a follower in back.


7. Lead an exploration to deepen students' skill in using precise words to describe movements. Invite one pair of students to stand back to back in front of the class and do the Shape Game to show how to use precise language to describe movement.

 Observing, responding

- *Student One, do a self-space movement. Students in the audience, describe the movement to student number two. Be precise. What is the action? Is the dancer moving high or low? Is the movement fast or slow, or big or small?*
- *Student Two, your job is to recreate the movement with your own body without looking and only following verbal directions. Notice how your precise language is necessary for Student Two to match the movement of Student One. (reference: Kayti Bouljon, *The Shape Game*, Pacific Northwest Ballet)*

Criteria-based process assessment: Writes specific action words danced in self-space and specific action words danced in general space.

8. Guide class response. Facilitate a pair-share reflection. Ask students to get their Arts Impact journals, and to pair-share with their partners, notating specific words to describe the movements done in the shadowing dance.

 Turn and talk, responding, independent writing in journals

- *Part of the artistic process is self-reflection. Dancers check in with each other and then refine their work.*
- *Pick up your Arts Impact journal and a pencil and Turn and Talk with your partner from the Shadow Dance.*
- *Use specific verbs to describe the movements you did as a leader or follower in self-space and general space. Be precise, clear and specific. Write the descriptive words in your journal in two labeled columns: one for self-space, one for general space.*

Criteria-based teacher checklist, self and peer assessment: Writes specific action words that can be performed in self-space and specific action words that can be performed in general space.

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Fourth Grade Lesson One: *Describing Shadow Dances*

STUDENT SELF-ASSESSMENT WORKSHEET

▣ Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	DANCE			DANCE		DANCE and WRITING		Total
Concept	Self-Space	General Space	Shape	Shadowing		Locomotor and Non- Locomotor Verbs, Space		7
Criteria	Performs non-locomotor actions in one spot.	Performs locomotor actions through the room.	Freezes in a statue-like form.	Dances as a leader generating movements for follower to dance behind.	Dances as a follower copying/shadowing leader's movement.	Writes and dances specific action words in one spot (self-space).	Writes and dances specific action words across the space (general space).	
Student Name								

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Fourth Grade Lesson One: *Describing Shadow Dances*

CLASS ASSESSMENT WORKSHEET

Disciplines Concept	DANCE			DANCE		WRITING		Total 7
	Self-Space	General Space	Shape	Shadowing		Locomotor and Non- Locomotor Verbs, Space		
Criteria	Performs non-locomotor actions in one spot.	Performs locomotor actions through the room.	Freezes in a statue-like form.	Dances as a leader generating movements for follower to dance behind.	Dances as a follower copying/shadowing leader's movement.	Writes and dances specific action words in one spot (self-space).	Writes and dances specific action words across the space (general space).	
Student Name								
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29.								
30.								
Total								
Percentage								

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between dance and writing?

Teacher: _____ Date: _____

ARTS AND WRITING LESSON: *Describing Shadow Dances*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about learning the language of dance and also exploring how writers use language. We discovered how vivid verbs describe the actions that dancers do.

- We did the BrainDance to warm-up our brains and our bodies.
- We learned and explored these dance concepts: self-space (dancing in one spot), general space (traveling), and shape (freezing like a statue).
- We generated ideas by brainstorming a list of specific words to describe actions.
- We made choices about which movements to perform in a shadow dance as both leaders and followers.
- We reflected upon our process by describing the actions we performed and writing them in our Arts Impact journals.

You could use specific words to describe some of the actions that you do at home that stay in one spot, and actions that travel. Ask your child to teach you how to do a shadow dance.

Enduring Understanding

Refining movements and using precise verbs can communicate more specific meaning.