

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Two: *Describing Mirror Dances*

Author: Debbie Gilbert Grade Level: Third

Enduring Understanding

Using specific words to describe the sizes and tempos of movements can communicate precise forms and time.

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

Students explore the dance concepts of size and tempo. They move and freeze with big, bigger, biggest, and small, smaller, smallest shapes and movements. They use fast, moderate, and slow tempos. Generating ideas, students brainstorm a list of specific words to describe movements using different sizes and tempos. Using a slow tempo and a variety of sizes, they mirror a partner, both leading and following. Students reflect by writing words to describe the movements and the sizes and tempos observed in the Mirror Dances.

Learning Targets and Assessment Criteria

Target: Moves with different sizes, and tempos.

Criteria: Performs big, bigger, biggest, and small, smaller, smallest shapes and/or movements, and fast, moderate, and slow movements.

Target: Mirrors with a partner.

Criteria: Face to face with a partner, leads by performing movements using different sizes and a slow tempo; follows by copying the leader's movement in a mirror image.

Target: Describes movements observed in the Mirror Dance.

Criteria: Writes specific words to express the size and/or tempo of the dancers' actions.

Vocabulary

Arts Infused:

Big, bigger, biggest
Fast, moderate, slow
Small, smaller,
smallest

Reading/Writing:

Descriptive words
Specific words

Arts:

Mirror
Size
Tempo

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; Drum/percussion instrument;
White board or chart paper & markers;
Arts Impact journals; 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, Space
- 1.1.2 Elements: Tempo
- 1.2.1 Skills and Techniques: Near and Far-reach space, Control and Balance, Focus
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Dance and Writing

Early Learning Guidelines (Pre-K – Grade 3)

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body.
(Age 4-5) 5. Communicating (literacy): Speaking and listening: use words to describe actions. Writing: use letter-like symbols to make lists.
(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; watch other children dance; try to mimic their movements; dance in various musical tempos.

continued

Pacific Northwest Ballet images:
Jonathan Porretta in Victor Quijada's
Suspension of Disbelief



Jodie Thomas and Lucien Postlewaite in
Twyla Tharp's *Opus 111*



Olivier Wevers in Nacho Duato's *Jardi Tancat*



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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/>

L.3.1g. Use comparative and superlative adjectives and adverbs.

L.3.5a. Identify real-life connections between words and their use.

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
Gather Information • From WHAT you know • From WHO you know • Brainstorm	• Create drafts • Organize ideas • Make a choice	• Check in with self • Check in with others • Refine work

Pre-Teach

This is the second writing infused lesson in a series of three. The first infused lesson, ***Three Vivid Verbs Dance***, should be taught before this lesson.

Lesson Steps Outline

1. Prepare students for exploring size and tempo. Display lesson criteria and dance photos.

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

Music: "Language of Dance BrainDance 2/3" #8, *Writing Dances* by Debbie Gilbert.

3. Introduce the dance concepts of size and tempo. Demonstrate the concepts. Display the dance word signs for the concepts. Direct Move and Freeze with big/bigger/biggest, small/smaller/smallest, fast/moderate/slow in self and general space.

Criteria-based teacher checklist: Performs big, bigger, biggest, and small, smaller, smallest shapes and/or movements, and fast, moderate, and slow movements.

4. Brainstorm a list of specific words to describe size, and tempo. Chart student responses in two columns (size, tempo).

5. Demonstrate, then lead students in a Mirror Dance.

Music: "Mirror Dance" #11, *Writing Dances* by Debbie Gilbert.

Criteria-based teacher checklist, self and peer assessment: Face to face with a partner, leads by performing movements using different sizes and a slow tempo; follows by copying the leader's movement in a mirror image.

6. Lead students through a performance and response to the Mirror Dance. Ask half the class to perform the Mirror Dance with partners and half to be the audience, then they will switch roles. Review performer and audience behavior. Ask the audience to use its Arts Impact journals to write size and/or tempo words to describe the movements observed.

Criteria-based teacher checklist, self and peer assessment: Leads and follows, matching movement using different sizes and a slow tempo. Writes specific words to express the size and/or tempo of the dancers' actions.

LESSON STEPS

1. Prepare students for exploring size and tempo. Display lesson criteria and dance photos.

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: Jonathan Porretta in Victor Quijada's *Suspension of Disbelief*, Jodie Thomas and Lucien Postlewaite in Twyla Tharp's *Opus 111*, Olivier Wevers in Nacho Duato's *Jardi Tanca*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Writers use words to build rich vocabulary. Dancers use dance concepts to make their dances more interesting.*
- *Today we are going to be dancing two dance concepts: size and tempo. Then we will be dancing a mirror dance and using specific words to describe it.*
- *Size: Make a big shape with your hands. Make a bigger shape with your hands. Make the biggest shape with your hands. Make a smaller shape with your hands. Make an even smaller shape with your hands.*
- *Tempo: Make a fast movement with your hands. Make a moderate movement with your hands. Make a slow movement with your hands.*

- *Here are photographs of Pacific Northwest Ballet dancers making shapes. What sizes do you see?*
-

2. 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 2/3" #8, *Writing Dances* by Debbie Gilbert.

- *At the end of the BrainDance, I'll ask you what sizes and tempos we used 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 sizes and tempos did you do in the BrainDance?*

3. Introduce the dance concepts of size and tempo. Demonstrate the concepts. Display the dance word signs for the concepts. Direct Move and Freeze with big/bigger/biggest, small/smaller/smallest, fast/moderate/slow in self and general space.

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.

- *I am making a big shape. A big shape or movement is the most gigantic size you can make without bumping into anyone or anything. I am making a bigger shape. I am making my biggest shape.*
- *I am making a small shape. I am making a smaller shape. Now I am making the smallest shape I can make.*
- *Let’s generate ideas! What big movements could we do? What small movements could we do?*

▣ Repeat the process of demonstrating the concept, describing the concept, and asking for student suggestions for fast, moderate, and slow time. Ask students to think of how they can do fast time safely.

▣ Play the drum and cues the students.

- *When you hear the music you move and when it stops, you freeze in a shape. Let’s start in self-space, staying in one spot. Do a big dance. Freeze in a shape. Do a bigger dance. Freeze in a shape. Do your biggest dance. Freeze in a shape.*
- *Do a small dance. Freeze in a shape. Do a smaller dance. Freeze in a shape. Do the smallest dance you can do.*

▣ Repeat with fast, moderate, and slow in self-space.

- *Let’s do our dance words in general space, so you can travel. Look for the empty spaces to move in.*

▮ Cue students with one concept at a time in general space: size: big/bigger/biggest, small/smaller/smallest, tempo: fast/moderate/slow.

▮ To ensure safe movement when students are moving fast in general space, you could choose to only play the drum for only a second at a time, or only do fast in self-space and not general space.

☑ Criteria-based teacher checklist: Performs big, bigger, biggest, and small, smaller, smallest shapes and/or movements, and fast, moderate, and slow movements.

4. Brainstorm a list of specific words to describe size, and tempo. Chart student responses in two columns (size, tempo).

📖 Connecting with prior knowledge

- We are *generating ideas* for our dance.
- In the first column, we'll list words to describe sizes (e.g. huge, tiny).
- In the second column, we'll list words to describe tempos (e.g. sluggish, quick).

5. Demonstrate, then lead students in a Mirror Dance.

Music: "Mirror Dance" #11, *Writing Dances* by Debbie Gilbert.

📖 Interpreting, group conferring, turn and talk, responding

▮ The music will call the cues for the change of leadership.

▮ As the duos rehearse, travel through the classroom, observing, asking questions, and offering assistance as needed.

- *My assistant and I will sit facing each other. The job of the leader is to move using a slow tempo and do movements that the mirror can do at the same time that the leader does them. The mirror's job is to copy the movements of the leader. The leader will do movements that are different sizes. Then we will trade jobs.*

▮ Assign partners or asks students to find partners, and begin the mirror dance.

- *You will be making choices about which movements to do. By doing so we are creating meaning as artists.*
- *Sit facing your partner. Explore movements that use different sizes. You'll use a slow tempo. Will the slow tempo be sluggish, glacial, or gradual? You can look at our word chart for ideas.*

▮ After each leader has had a couple turns, ask students to do a pair-share reflection.

- *Turn and talk with your partner. Describe some of the movements that you did as a leader or a follower. Use specific words to describe the sizes and tempo of your movements.*

☑ Criteria-based teacher checklist, self and peer assessment: Face to face with a partner, leads by performing movements using different sizes and a slow tempo; follows by copying the leader's movement in a mirror image.

6. Lead students through a performance and response to the Mirror Dance. Ask half the class to perform the Mirror Dance with partners and half to be the audience, then they will switch roles. Review performer and audience behavior. Ask the audience to use its Arts Impact journals to write size and/or tempo words to describe the movements observed.

📖 Sharing, observing, guided writing, responding

📖 You may use the Mirror Dance Worksheets and insert them into the journals.

📖 For a shorter performance, stop the music after the first and second leaders have each had one chance to lead.

- *While the dance is being performed, the job of the audience will be to write specific words to describe the movements and the sizes and tempos the dancers used. Write about at least two movements.*

📖 After the dance is performed, ask the audience to respond.

- *Part of the artistic process is self-reflection. Dancers learn from each other and make their dances better.*
- *Share with the performers some of the words you wrote in your Journal to describe their dance movements.*

📖 Ask dancers to reflect on their own dances and to add more descriptive words to their Arts Impact journals to describe their own dances.

- *Take a quiet moment to check in with yourself using a self-reflection process. Think about your own dance and add more words to your Arts Impact journal to describe your own dance.*

☑️ Criteria-based teacher checklist, self and peer assessment: Leads and follows, matching movement using different sizes and a slow tempo. Writes specific words to express the size and/or tempo of the dancers' actions.

Describing Mirror Dances (Size and Tempo) Worksheet

Name: _____

Date: _____

What movement did you see?	What size was it?	What tempo was it?
1.		
2.		
3.		

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Third Grade Lesson Two: *Describing Mirror Dances (Size and Tempo)*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	DANCE		DANCE		WRITING	Total 5
Concept	Size	Tempo	Size, Tempo Mirror Dance		Descriptive Words	
Criteria	Performs big, bigger, biggest, and small, smaller, smallest shapes and/or movements.	Performs fast, moderate, and slow movements.	Leads and follows opposite movements using:		Writes at least two specific words to express the size and/or tempo of the dancers actions.	
Student Name			Different sizes	Slow tempo		

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Third Grade Lesson Two: *Describing Mirror Dances (Size and Tempo)*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE		DANCE		WRITING	Total 5
Concept	Size	Tempo	Size, Tempo Mirror Dance		Descriptive Words	
Criteria	Performs big, bigger, biggest, and small, smaller, smallest shapes and/or movements.	Performs fast, moderate, and slow movements.	Leads and follows opposite movements using:		Writes at least two specific words to express the size and/or tempo of the dancers actions.	
Student Name			Different sizes	Slow tempo		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
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 Mirror Dances (Size and Tempo)*

Dear Family:

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

- We did the BrainDance to warm-up our brains and our bodies.
- We learned and explored these dance concepts: size (big, bigger, biggest, and small, smaller, smallest), and tempo (fast, moderate, and slow).
- We generated a list of specific words to describe size and tempo.
- We did a Mirror Dance with a partner, leading and following each other using different sizes, and a slow tempo.
- In our Arts Impact journals, we wrote words to describe the movements we observed.

You could be aware of the different words you use at home to describe size and tempo. You could look in books to find specific words for size and tempo. Ask your child to teach you how to do the mirror dance.

Enduring Understanding

Using specific words to describe the sizes and tempos of movements can communicate precise forms and time.