

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Two: *Metaphors with Energy*

Author: Debbie Gilbert Grade Level: Fifth
Reference: Poet Judith Barrington

Enduring Understanding

Writing or dancing a metaphor can show an implied comparison between two unlike nouns.

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

Students analyze the use of smooth, sharp, swinging, and shaking energy, then, they gather ideas by exploring the concepts in movement. In small groups, they write metaphors making comparisons with themselves and objects, followed by a sentence to explain the connection. They choreograph a shape and a movement phrase to communicate the meaning of the metaphor. After performing and reflecting on the choices made in the dances, they write metaphors individually.

Learning Targets and Assessment Criteria

Target: Moves using four qualities of energy.

Criteria: Performs smooth movement, sharp movement, swinging movement, and shaking movement.

Target: Writes and explains metaphor.

Criteria: Responds to the following prompt: "I am a _____." Follows the metaphor with a sentence that describes the comparison.

Target: Choreographs a Metaphor Dance.

Criteria: Freezes in a shape that shows the object. Moves with smooth, sharp, swinging, and/or shaking energy to show the meaning of the sentence.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Comparison</p> <p><u>Reading/Writing:</u> Metaphor</p> <p><u>Arts:</u> Energy Movement Shake Shape Sharp Smooth Swing</p>	<p>Museum Artworks or Performance</p> <p>Seattle, WA Pacific Northwest Ballet UW World Series of Dance</p> <p>Tacoma, WA Broadway Center for the Performing Arts</p> <p>Materials <i>Writing Dances</i> CD by Debbie Gilbert; CD player; Drum/percussion instrument; White board or chart paper & markers; Arts Impact journals; Lesson worksheet; Pencils</p> <p style="text-align: right;"><i>continued</i></p>	<p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.1.1 Elements: Shape, Place 1.1.3 Elements: Energy 1.1.4 Principles of Choreography: Theme 1.2.1 Skills and Techniques: Control, Focus, Concentration 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</p> <p>Common Core State Standards in ELA <i>For a full description of CCSS ELA Standards by grade level see:</i> http://www.k12.wa.us/CoreStandards/ELAstandards/</p> <p>W.5.2d. Use precise language and domain-specific vocabulary to explain. W.5.8. Recall relevant information from experiences. L.5.5a. Interpret metaphors. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words.</p>

Pacific Northwest Ballet images:
Carla Körbes and Seth Orza in
Christopher Wheeldon's *Carousel (A
Dance)*




Kiyon Gaines in Jerome Robbins' *West
Side Story Suite*



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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, ***Describing Shadow Rhombi***, should be taught before this lesson.

Lesson Steps Outline

1. Prepare students for exploring smooth, sharp, swinging, and shaking energy. Display lesson criteria and dance photos. Lead students in very briefly exploring each dance concept with a hand dance.
2. Lead students in *BrainDance* warm-up.
Music: "Language of Dance BrainDance 4/5" #14, *Writing Dances* by Debbie Gilbert.
3. Introduce the concepts of smooth, sharp, shaking, and swinging energy. Display the dance word signs for the concepts: smooth, sharp, swing, shake. Demonstrate the concepts. Direct Move and Freeze with the four energy qualities.
 Criteria-based teacher checklist: Performs smooth movement, sharp movement, swinging movement, and shaking movement.
4. Review metaphor, a literary device.
5. Demonstrate writing a metaphor with the following prompt: "I am a _____." Follow the metaphor with a sentence that describes the comparison. Ask students to work in small groups to write their metaphors.
 Criteria-based teacher checklist: Responds to the following prompt: "I am a _____." Follows the metaphor with a sentence that describes the comparison.

6. Demonstrate and guide students to choreograph a movement phrase to show the meaning of the metaphor.

Criteria-based teacher checklist: Freezes in a shape that shows the object. Moves with smooth, sharp, swinging, and/or shaking energy to show the meaning of the sentence.

7. Lead students through performances of the Metaphor Dances followed by a responding process. Review audience and performer behavior.

Criteria-based teacher checklist, self and peer assessment: Responds to the following prompt: "I am a _____." Follows the metaphor with a sentence that describes the comparison. Freezes in a shape that shows the object. Moves with smooth, sharp, swinging, and/or shaking energy to show the meaning of the sentence.

8. Guide students in journal reflections, writing a metaphor of their own.

Criteria-based teacher checklist, self-assessment: Responds to the following prompt: "I am a _____." Follows the metaphor with a sentence that describes the comparison.

LESSON STEPS

1. Prepare students for exploring smooth, sharp, swinging, and shaking energy. Display lesson criteria and dance photos. Lead students in very briefly exploring each dance concept with a hand dance.

📖 Sharing professional work, connecting with prior knowledge



📖 You may use these photos: Pacific Northwest Ballet: Carla Körbes and Seth Orza in Christopher Wheeldon’s *Carousel (A Dance)*, Kiyon Gaines in Jerome Robbins’ *West Side Story Suite*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Today we will be dancing four energy qualities: smooth, sharp, shaking, swinging. We’ll use the energy qualities to dance metaphors.*
- *Show a smooth movement with your hands. Say “smooth” when you move your hands smoothly.*
- *Show a sharp movement with your hands. Say “sharp” when you move your hands sharply.*
- *Show a swinging movement with your hands. Say “swing” when you swing your hands.*
- *Show a shaking movement with your hands. Say “shake” when you shake your hands.*
- *Here are photographs of Pacific Northwest Ballet dancers making shapes. What kinds of energy (smooth, sharp, shaking, or swinging) do you think the dancers were using?*

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 4/5" #14, *Writing Dances* by Debbie Gilbert.

- *At the end of the BrainDance, I'll ask you where we used smooth, sharp, swinging, or shaking energy.*

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.*
- *Which energy qualities did you do in the BrainDance? How?*

3. Introduce the concepts of smooth, sharp, shaking, and swinging energy. Display the dance word signs for the concepts: smooth, sharp, swing, shake. Demonstrate the concepts. Direct Move and Freeze with the four energy qualities.

Music: "Smooth, Sharp, Swinging, and Shaking Move and Freeze" #17, *Writing Dances*.

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 going to show you smooth energy. My movement is on-going, not stopping, flowing, and slow.*
- *I am going to show you sharp energy. My movement is stopped, robotic, and jerky.*
- *When I swing, notice how my arm drops and suspends.*
- *When I shake, I can shake my whole body, or just one part, like my knees.*
- *I'll play the music; you'll hear smooth, sharp, swinging, or shaking energy and self and general space called out. Follow the directions. Try different movements. Use your whole bodies.*
- *We are **generating ideas!** When the music pauses, freeze in a shape.*
- *Remember to dance in the empty space so you don't touch anyone or anything.*

Criteria-based teacher checklist: Performs smooth movement, sharp movement, swinging movement, and shaking movement.


4. Review metaphor, a literary device.

Mini-lesson

- *What is a metaphor? (comparison of two unlike things without using a connecting word such as "like" or "as.")*
- *Give me some examples of metaphors – that's **generating ideas!***
- *Why do writers use metaphors?*

5. Demonstrate writing a metaphor with the following prompt: "I am a _____." Follow the metaphor with a sentence that describes the comparison. Ask students to work in small groups to write their metaphors.

 Writing in writer's notebook


 Divide students into groups of about three to five. You could do this in advance to maintain the momentum of the class.


 You may use the *Metaphors with Energy* worksheets and insert them into the journals.


- *I am going to write a metaphor that makes a connection between me and an object. I'll add a sentence that explains my comparison. "I am a weed. I pop up where I don't belong." "I am a camera. I capture memories with my mind."*
- *Take out your Arts Impact journals and a pencil. Write our prompt: "I am a _____." Fill in the blank with an object that you will compare with yourself. Then add a sentence to help a reader, or an audience, understand your connection.*
- *When you choose words for your metaphor, you are creating meaning as a writer.*

Criteria-based teacher checklist: Responds to the following prompt: "I am a _____." Follows the metaphor with a sentence that describes the comparison.

6. Demonstrate and guide students to choreograph a movement phrase to show the meaning of the metaphor.

 Interpreting, group conferring

 As the groups rehearse, travel through the classroom, observing, asking questions, and offering assistance as needed. Encourage students to use their whole bodies when they move, extending movements from the center of their bodies all the way to their fingers and toes.

 Students can perform the dances with only their voices for accompaniment, or you can accompany the dances with percussion instruments.

- *I am going to choreograph, or create, a movement phrase for my metaphor.*
- *First, I'll freeze in a shape that shows my object while I say, "I am a weed."*
- *Then, I'll choose smooth, sharp, shaking, or swinging movement to show the meaning of the sentence. I am going to move sharply as I say, "I pop up where I don't belong."*
- *Now choreograph your metaphor. You will be making choices about which movements to do. So you will be creating meaning as dancers.*
- *First, freeze in a shape that shows your object while you say it.*
- *Then, choose smooth, sharp, shaking, or swinging movement to show the meaning of the sentence.*
- *Practice moving and speaking at the same time. Use your whole bodies. Keep your voices soft as we all practice together.*

Criteria-based teacher checklist: Freezes in a shape that shows the object. Moves with smooth, sharp, swinging, and/or shaking energy to show the meaning of the sentence.


7. Lead students through performances of the Metaphor Dances followed by a responding process. Review audience and performer behavior.

 Sharing, observing, responding

- *After each group performs its dance, we'll reflect.*
- *I'll ask the audience which energy quality(ies) the performers used.*
- *Then, I'll ask the performers why they chose smooth, sharp, shaking, or swinging movement to show the meaning of their metaphor.*

Criteria-based teacher checklist, self and peer assessment: Responds to the following prompt: "I am a _____." Follows the metaphor with a sentence that describes the comparison. Freezes in a shape that shows the object. Moves with smooth, sharp, swinging, and/or shaking energy to show the meaning of the sentence.

8. Guide students in journal reflections, writing a metaphor of their own.

 Reflecting, independent writing in writer's notebook

 You may use the *Metaphors with Energy* worksheets and insert them into the journals.

- *Pull out your Arts Impact journals, and write our dance concepts for the day.*
- *Journals are a great way to check in with yourself.*
- *Write a new metaphor by yourself with our prompt: "I am a _____." Add a sentence that explains the comparison.*

Criteria-based teacher checklist, self-assessment: Responds to the following prompt: "I am a _____." Follows the metaphor with a sentence that describes the comparison.

Metaphors with Energy Worksheet

Name: _____

Date: _____

I am a(n) _____.
(object)

(a sentence to explain your comparison)

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Fifth Grade Lesson Two: *Metaphors with Energy*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	DANCE				WRITING		DANCE		Total 8
Concept	Energy				Metaphor		Metaphor Choreography		
Criteria	Performs smooth movement.	Performs sharp movement.	Performs swinging movement.	Performs shaking movement.	Responds to the following prompt: "I am a _____."	Follows the metaphor with a sentence that describes the comparison.	Freezes in a shape that shows the object.	Moves with smooth, sharp, swinging and/or shaking energy to show the meaning of the sentence.	
Student Name									

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Fifth Grade Lesson Two: *Metaphors with Energy*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE				WRITING		DANCE		Total 8
Concept	Energy				Metaphor		Metaphor Choreography		
Criteria	Performs smooth movement.	Performs sharp movement.	Performs swinging movement.	Performs shaking movement.	Responds to the following prompt: "I am a _____."	Follows the metaphor with a sentence that describes the comparison	Freezes in a shape that shows the object.	Moves with smooth, sharp, swinging and/or shaking energy to show the meaning of the sentence.	
Student Name									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
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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: *Metaphors with Energy*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how metaphors compare two nouns without using “like” or “as.”

- We did the BrainDance to warm-up our brains and our bodies.
- We learned and explored these dance concepts: smooth, sharp, swinging, and shaking energy.
- We generated ideas by writing metaphors like this: “I am a weed. I pop up where I don’t belong.” “I am a camera. I capture memories with my mind.”
- We created meaning by deciding whether to use smooth, sharp, swinging, and/or shaking energy to communicate the meaning of our metaphor in movement.
- We reflected upon our process by analyzing the choices we made for our dances.

You could notice when someone uses a metaphor. Write metaphors with the assistance of your child. Ask your child to read or dance her/his own metaphor.

Enduring Understanding

Writing or dancing a metaphor can show an implied comparison between two unlike nouns.