

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Two: *Similes with Energy*

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

Enduring Understanding

Writing or dancing a simile can show the relationship between two unlike nouns.

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

Students analyze the use of smooth and sharp energy, then, they gather ideas by exploring the concepts in movement. In small groups, they write similes making comparisons with themselves and objects, followed by a phrase to explain the connection. They choreograph a shape and a movement phrase to show the meaning of the simile. After performing and reflecting on their dances, they write similes individually.

Learning Targets and Assessment Criteria

Target: Moves using two qualities of energy.

Criteria: Performs smooth movement and sharp movement.

Target: Writes and explains a simile.

Criteria: Responds to the following prompt: "Sometimes I feel like a _____." Follows the simile with a phrase that describes the comparison.

Target: Choreographs a Simile Dance.

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

Vocabulary

Arts Infused:
Comparison

Reading/Writing:
Simile

Arts:
Choreograph
Energy
Movement
Shape
Sharp
Smooth

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 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, Place

1.1.3 Elements: Energy

1.1.4 Principles of Choreography: Theme

1.2.1 Skills and Techniques: Performs Dances from Memory

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.

W.8: Recall relevant information from experiences.

L.4.5a. Explain the meaning of simple similes.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words that are basic to a particular topic.

Pacific Northwest Ballet images:
Louise Nadeau and Crisophe Maraval in
George Balanchine's *Serenade*



Noelani Pantastico in Jean-Christophe
Maillot's *Roméo et Juliette*



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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 <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 is the second writing infused lesson in a series of three. The first infused lesson, ***Describing Shadow Dances***, should be taught before this lesson.

Lesson Steps Outline

1. Prepare students for exploring smooth and sharp energy. Display lesson criteria and dance photos. Lead students in a brief exploration for 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 and sharp energy. Display the dance word signs for the concepts: smooth, sharp. Demonstrate the concepts. Direct Move and Freeze with sharp and smooth energy.

Music: "Smooth and Sharp Move and Freeze" #6, *Writing Dances*.

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

4. Review simile, a literary device.

5. Demonstrate and lead students in creating similes with the following prompt: "Sometimes I feel like a _____." Follow the simile with a phrase that describes the comparison. Ask students to work in small groups to write their similes.

Criteria-based teacher checklist: Responds to the following prompt: "Sometimes I feel like a _____." Follows the simile with a phrase that describes the comparison.

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

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

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

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

8. Guide students to reflect in their journals, writing a simile of their own.

Criteria-based teacher checklist, self-assessment: Responds to the following prompt: "Sometimes I feel like a _____." Follows the simile with a phrase that describes the comparison.

LESSON STEPS

1. Prepare students for exploring smooth and sharp energy. Display lesson criteria and dance photos. Lead students in a brief exploration for each dance concept with a hand dance.

📖 Sharing professional work, connecting with prior knowledge



📖 You may use these photos: Pacific Northwest Ballet: Louise Nadeau and Crisophe Maraval in George Balanchine's *Serenade*, Noelani Pantastico in Jean-Christophe Maillot's *Roméo et Juliette*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Today we will be dancing with smooth energy and sharp energy.*
- *Show me a smooth movement with your hands. Say "smooth" when you move your hands smoothly.*
- *Show me a sharp movement with your hands. Say "sharp" when you move your hands sharply.*
- *Here are photographs of Pacific Northwest Ballet dancers making smooth and sharp shapes. What do you see?*
- *We'll use smooth and sharp energy to dance similes.*

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 and sharp 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.*
- *When did you use smooth energy in the BrainDance?*
- *When did you use sharp energy in the BrainDance?*

3. Introduce the concepts of smooth and sharp energy. Display the dance word signs for the concepts: smooth, sharp. Demonstrate the concepts. Direct Move and Freeze with sharp and smooth energy.

Music: "Smooth and Sharp Move and Freeze" #6, *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.*
- *I'll play the music; you'll hear smooth or sharp energy and self and general space called out. Follow the directions.*
- *Try different movements. Use your whole body! We are **generating ideas!***
- *When the music pauses, freeze in a shape and hold it very still.*

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

4. Review simile, a literary device.

Mini-lesson

- *What is a simile? (comparison of two nouns using "like" or "as.")*
 - *Give me some examples of similes – that's **generating ideas!***
 - *Why do writers use similes?*
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5. Demonstrate and lead students in creating similes with the following prompt: "Sometimes I feel like a _____." Follow the simile with a phrase that describes the comparison. Ask students to work in small groups to write their similes.

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 Similes with Energy Worksheets and insert them into the journals.

- *I am going to write a simile that makes a connection between me and an object. I'll add a phrase that explains my comparison. "Sometimes I feel like a vacuum cleaner, inhaling ideas from everyone I meet." "Sometimes I feel like a chime in a windstorm, always moving."*

- *You are going to write a simile with a small group. Take out your Arts Impact journals and a pencil. Write our prompt: "Sometimes I feel like a _____, _____. " Fill in the first blank with an object that you will compare with yourself. Then add a phrase in the second blank to help a reader, or an audience, understand your connection.*
- *When you choose words for your simile, you are creating meaning as a writer.*

Criteria-based teacher checklist: Responds to the following prompt: "Sometimes I feel like a _____." Follows the simile with a phrase that describes the comparison.

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

 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 simile.*
- *First, I'll freeze in a shape that shows my object while I say, "Sometimes I feel like a vacuum cleaner."*
- *Then, I'll choose smooth and/or sharp movement to show the meaning of the phrase. I am going to reach smoothly as I say, "inhaling ideas from everyone I meet."*
- *Now your group will choreograph its simile.*
- *You will be making choices about which movements to do. So you will be creating meaning as artists.*
- *First, freeze in a shape that shows your object while you say it.*
- *Then, choose smooth and/or sharp movement to show the meaning of the phrase.*
- *Use your whole body in your shape and movement. Practice moving and speaking at the same time. Keep your voices soft as we all practice together.*

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

7. Lead students through performances of the Simile 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 performers why they chose smooth and/or sharp movement to show the meaning of their simile. The audience members can describe what they saw.*

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

8. Guide students to reflect in their journals, writing a simile of their own.

 Reflecting, independent writing in writer's notebook

- *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 simile by yourself with our prompt: "Sometimes I feel like a _____." Add a phrase that explains the comparison.*

Criteria-based teacher checklist, self-assessment: Responds to the following prompt: "Sometimes I feel like a _____." Follows the simile with a phrase that describes the comparison.

Similes with Energy Worksheet

Name: _____

Date: _____

Sometimes I feel like a(n) _____,
(object)

(a phrase that explains your comparison)

_____.

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Fourth Grade Lesson Two: *Similes with Energy*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	DANCE		WRITING		DANCE		Total 6
Concept	Energy		Simile		Simile Choreography		
Criteria	Performs smooth movement.	Performs sharp movement.	Responds to the following prompt: "Sometimes I feel like a(n) _____."	Follows the simile with a phrase that describes the comparison.	Freezes in a shape that shows the object.	Moves with smooth and/or sharp energy to show the meaning of the phrase.	
Student Name							

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Fourth Grade Lesson Two: *Similes with Energy*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE		WRITING		DANCE		Total 6
Concept	Energy		Simile		Simile Choreography		
Criteria	Performs smooth movement.	Performs sharp movement.	Responds to the following prompt: "Sometimes I feel like a(n) _____."	Follows the simile with a phrase that describes the comparison.	Freezes in a shape that shows the object.	Moves with smooth and/or sharp energy to show the meaning of the phrase.	
Student Name							
1.							
2.							
3.							
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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: *Similes with Energy*

Dear Family:

Today your child participated in an Arts and Writing lesson. We talked about how similes compare two nouns by using “like” or “as.”

- We did the BrainDance to warm-up our brains and our bodies.
- We learned and explored these dance concepts: smooth energy and sharp energy.
- We generated ideas by writing similes like this: “Sometimes I feel like a vacuum cleaner, inhaling ideas from everyone I meet.” “Sometimes I feel like a chime in a windstorm. I can’t stop moving.”
- We created meaning by deciding whether to use smooth or sharp energy to communicate the meaning of our simile in movement.
- We reflected upon our process by analyzing the choices we made for our dances.

You could notice when someone uses a simile. A hint is to listen for the key words “like” or “as.” Write similes with the assistance of your child. Ask your child to read or dance her/his own simile.

Enduring Understanding

Writing or dancing a simile can show the relationship between two unlike nouns.