

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Three: *Rhythmical Syllables*

Author: Debbie Gilbert

Grade Level: Fourth

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

Enduring Understanding

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

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

Students explore the dance concept of rhythm. They generate ideas by selecting a theme and brainstorming one, two, three, and four-syllable words that relate to the theme. They create Rhythmical Sound Scores, and choreograph Rhythmical Syllable Dances to match the meaning of the words in the sound score. Reflecting upon their process, they choose one word from their Rhythmical Syllable Dance, describe the shape or movement, and explain how it showed the meaning of the word.

Learning Targets and Assessment Criteria

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; repeats each four times.

Target: Choreographs and responds to a Rhythmical Syllables 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.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Sound score</p> <p><u>Reading/Writing:</u> Syllable Writer</p> <p><u>Arts:</u> Choreographer Level Pattern Rhythm Shape</p>	<p>Museum Artworks or Performance</p> <p><u>Seattle, WA</u> Pacific Northwest Ballet UW World Series of Dance</p> <p><u>Tacoma, WA</u> 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 worksheets; Pencils</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, Level 1.1.2 Elements: Rhythm, Pattern 1.1.4 Principles of Choreography: Repetition, 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</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/ W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words that are basic to a particular topic.</p>

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 third writing infused lesson in a series of three. The first two infused lessons, **Describing Shadow Dances** and **Similes with Energy**, should be taught before this lesson.

Lesson Steps Outline

Day One

1. Prepare students for exploring rhythm. Display lesson criteria.

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

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

3. Introduce the dance concept of rhythm. Display the dance word sign for the concept. Demonstrate the concept of rhythm. Direct Move and Freeze with rhythm.

Criteria-based teacher checklist: Performs patterns of long/slow and short/fast sounds or movements.

4. Guide students to select a theme and generate a word bank. Chart student response.

5. Lead students to clap the rhythm of the syllables of the words.

6. Guide creation of a Rhythmical Syllables Sound Score. Select one word from each column. Put them in order. Repeat each word four times. Lead students as they chant the sound score.

Criteria-based process assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word; puts them in order; repeats each four times.

7. Facilitate choreography of the Rhythmical Syllables Dance. Guide students to choose movements or shapes for each word of the sound score. Lead a rehearsal of the dance.

Criteria-based process assessment: Chooses a shape or movement for each word of the sound score.

8. Lead students through a performance of the Rhythmical Syllables Dance. Ask half the class to perform the dance and half to be the audience; then they will switch roles. Review performer and audience behavior.

Criteria-based teacher checklist, peer assessment: Chooses a shape or movement for each word of the sound score.

9. Guide students in journal reflections.

Criteria-based self-assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

Day Two

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

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

2. Guide students in writing, choreographing, and rehearsing rhythmic syllable dances in small groups. Ask students to use their Arts Impact journals and a pencil or distribute Rhythmical Syllables Worksheets.

Criteria-based teacher checklist: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word; puts them in order; repeats each four times. Chooses a shape or movement for each word of the sound score.

3. Lead students through performances of the Rhythmical Syllables Dances. Ask each group to perform, and the audience to respond. Review performer and audience behavior.

Criteria-based teacher checklist, peer assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word; puts them in order; repeats each four times. Chooses a shape or movement for each word of the sound score.

4. Guide students in journal reflections.

Criteria-based teacher checklist, self-assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

LESSON STEPS

Day One

1. Prepare students for exploring rhythm. Display lesson criteria.

Mini-lesson

- *Writers use words to build rich vocabulary and communicate ideas.*
 - *Dancers use dance concepts to make their dances more interesting and communicate ideas. Today we are going to be dancing the concept of rhythm.*
 - *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. We'll create a dance today using the rhythm of words.*
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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.

- *Rhythm is our dance word today. At the end of the BrainDance, I'll ask you where we used it.*

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 and how did you use rhythm in the BrainDance?*

3. Introduce the dance concept of rhythm. Display the dance word sign for the concept. Demonstrate the concept of rhythm. Direct Move and Freeze with rhythm.

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'll use my arms to show you this rhythm, or pattern, of fast and slow movements – slow, slow, fast, fast, slow.*
- *What's another rhythm I could do? [We've generated more ideas!](#)*

 Play the drum and cue the students. Play a rhythmic pattern on the drum for a few seconds then stop playing. Repeat with a variety of rhythmic patterns.

- *I'll play a rhythm on the drum. Put the rhythm in your bodies. Use different levels to make it more interesting.*

Criteria-based teacher checklist: Performs patterns of long/slow and short/fast sounds or movements.

4. Guide students to select a theme and generate a word bank. Chart student response.

 Guided writing, connecting with prior knowledge

 Create a chart with four columns (one column each for one-syllable words, two-syllable words, three-syllable words, and four-syllable words.) Keep the lists short, with two to five words in each column.

- *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 columns—one column 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?*

 Repeat with two, three, and four-syllable words.

5. Lead students to clap the rhythm of the syllables of the words.

 Guide students as they clap one-syllable words, which will be slow, like whole notes. The two-syllable words will be equivalent to half notes. The three-syllable words will be triplets. The four-syllable words will be faster, like quarter notes.

- *Let's clap the syllables as we say the words on our chart – one clap per syllable.*
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6. Guide creation of a Rhythmical Syllables Sound Score. Select one word from each column. Put them in order. Repeat each word four times. Lead students as they chant the sound score.

 Guided writing

- *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 column. Think about which words both show our theme and would make good dance shapes or movements.*
- *Let's put them in order. Which word should we say first? We'll repeat each word four times.*
- *Let's all chant the words we have chosen. Our choices have become the sound score for the dance.*

Sample:

protagonist, protagonist, protagonist, protagonist
beginning, beginning, beginning, beginning
middle, middle, middle, middle
end, end, end, end

Criteria-based process assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word; puts them in order; repeats each four times.

7. Facilitate choreography of the Rhythmical Syllables Dance. Guide students to choose movements or shapes for each word of the sound score. Lead a rehearsal of the dance.

 Interpreting

 The chanting of the words can be the sole accompaniment for the dance, or you can use percussion instruments in addition to the words.

- *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 for each word in the dance.*
- *Think about when you want to use a low level and when you want to use a high level.*
- *The rhythm of the words will help you make a rhythm in the movements.*
- *We will practice our dance together. Say the words out loud as we do the dance.*

Criteria-based process assessment: Chooses a shape or movement for each word of the sound score.

8. Lead students through a performance of the Rhythmical Syllables Dance. Ask half the class to perform the dance and half to be the audience, and then they will switch roles. Review performer and audience behavior.

 Sharing, observing, interpreting, responding

- *After the dance has been performed, the job of the audience will be to describe the movements and shapes they observed.*
- *What did you see? How did the shapes show the meaning of the words? How did the movements show the meaning of the words?*
- *Our reflection will make us better dancers and writers.*

Criteria-based teacher checklist, peer assessment: Chooses a shape or movement for each word of the sound score.

9. Guide students in journal reflections.

 Responding, independent writing in writer's notebook

- *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 our Rhythmical Syllables Dance. Describe the shape or movement and explain how it showed the meaning of the word.*

Criteria-based self-assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

Day Two

1. Repeat *BrainDance* from Day One.

- *Pay attention to the rhythms in the BrainDance.*
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2. Guide students in writing, choreographing, and rehearsing rhythmic syllable dances in small groups. Ask students to use their Arts Impact journals and a pencil, or distribute *Rhythmical Syllables Worksheets*.

 Writing in writer's notebook, interpreting, group conferring

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

 You could choose to have one theme for the entire class, or give specific parameters for the theme selection, or leave the choice wide open.

 As the groups write and 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.

- *You will be generating ideas and then constructing meaning.*
- *Here's your job as writers and choreographers:*
 1. *Select a theme (or the teacher assigns a theme based on classroom curriculum).*
 2. *Generate a word bank of one, two, three, and four-syllable words.*
 3. *Choose one word from each column.*
 4. *Put the words in order.*
 5. *Repeat each word four times.*
 6. *Choose movements or shapes for each word of the sound score. Use your whole body.*
 7. *Practice the shapes and movements as you say the words of the sound score.*

 If students are ready for an extra challenge, ask them to plan a spatial formation (e.g. a line, circle, clump) for their dance.

 **Criteria-based teacher checklist:** Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word; puts them in order; repeats each four times. Chooses a shape or movement for each word of the sound score.

3. Lead students through performances of the Rhythmical Syllables Dances. Ask each group to perform, and the audience to respond. Review performer and audience behavior.

 Sharing, observing, responding

 You could choose to ask students to write their sound scores on big paper or to display them on the document camera so they can see them as they perform.

- *After the dance has been performed, the job of the audience members will be to describe the movements and shapes they observed. How did they show the meaning of the words?*
- *Reflecting makes us better dancers and writers.*

☑ Criteria-based teacher checklist, peer assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word; puts them in order; repeats each four times. Chooses a shape or movement for each word of the sound score.

4. Guide students in journal reflections.

📖 Responding, independent writing in writer's notebook

📖 You may use the Rhythmical Syllables Response Worksheets and insert them into journals.

- *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 Rhythmical Syllables Dance. Describe the shape or movement and explain how it showed the meaning of the word.*

☑ Criteria-based teacher checklist, self-assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

Rhythmical Syllables Worksheet

Name: _____

Date: _____

Theme: _____

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

Write your Rhythmical Syllables Sound Score in the space below.

Rhythmical Syllables 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 IMPACT LESSON PLAN Dance and Writing Infusion

Fourth Grade Lesson Three: *Rhythmical Syllables*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	DANCE	WRITING		DANCE AND WRITING			Total 6
Concept	Rhythm	Rhythmical Syllables Sound Score		Rhythmical Syllables Dance			
Criteria	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.	Repeats each word four times.	Choreography	Written Response		
Student Name				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.	

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Fourth Grade Lesson Three: *Rhythmical Syllables*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE	WRITING		DANCE AND WRITING			Total 6
Concept	Rhythm	Rhythmical Syllables Sound Score		Rhythmical Syllable Dance			
Criteria	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.	Repeats each word four times.	Choreography	Written Response		
Student Name				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.	
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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: *Rhythmical Syllables*

Dear Family:

Today your child participated in an **Arts and Writing** 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.

- 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 Rhythmical Syllables Sound Score.
- We made choices about which movements to perform for our Rhythmical Syllables Dance to match the words in the sound score.
- We reflected upon our process by choosing one word from the Rhythmical Syllables Dance, describing the shape or movement, and explaining how it showed the meaning of the word.

You could look for one, two, three, and four-syllable words at home. Say them and listen to the rhythm of the words. Ask your child to show you the Rhythmical Syllables Dance.

Enduring Understanding

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