

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Three: *Smooth and Sharp Class Cinquain Dance*

Author: Debbie Gilbert Grade Level: Second
Reference: "Sharp and Smooth Energy Qualities" by Joanne Petroff

Enduring Understanding

Selecting specific words and connecting related movements can create poetry and dances that communicate in a particular form.

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

Students explore dance concepts of smooth and sharp energy. Generating ideas, students explore the energy qualities, while the audience builds a word bank of adjectives and words describing the dancers' movements. The class writes a poem in the cinquain form about one of the energy qualities, and choreographs the poem by choosing movements to show the meaning of the words. Students reflect by describing verbally and in writing how the dance shows the energy quality in the poem.

Learning Targets and Assessment Criteria

Target: Moves using two qualities of energy.

Criteria: Performs smooth movement and sharp movement.

Target: Uses movement choice to communicate poetry through dance.

Criteria: Selects diverse choices of shapes and actions to show the energy quality described in the class cinquain poem.

Target: Notates movement choice that communicates poetry through dance.

Criteria: Describes a shape or movement that shows the energy quality described in the class cinquain poem.

Vocabulary

Arts Infused:
Cinquain

Reading/Writing:
Adjective
Noun
Phrase
Synonym
Verb

Arts:
Energy
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/percussion instrument;
White board or chart paper & markers
(or cinquain worksheet with document
camera); 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
- 1.1.3 Elements: Energy
- 1.1.4 Principles of Choreography: Theme
- 1.2.1 Skills and Techniques: Sequence
- 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

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. Using small muscles: writes some letters.
(Age 4-5) 5. Communicating (literacy): Speaking and listening: use words to describe actions; remember and follow directions involving two or three steps; listen and respond in a group discussion. Writing: use letter-like symbols to make lists.

continued

Pacific Northwest Ballet images:
Louise Nadeau and Christophe Maraval
in George Balanchine's *Jewels* © The
George Balanchine Trust.



Benjamin Griffiths in George
Balanchine's *Agon*



©Angela Sterling

(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination.

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/>

RL.2.10. Read and comprehend literature, including poetry.

L.2.1. Use adjectives.

L.2.5a. Identify real-life connections between words and their use.

L.2.5b. Distinguish shades of meaning between closely related verbs and adjectives.

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, **Two Vivid Verbs Dance** and **Describing Mirror Dances (Level)**, should be taught before this lesson.

Lesson Steps Outline

Day One

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

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

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

3. Introduce the concepts of smooth and sharp energy. Display the dance word signs for the concepts. 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. Lead students in a Smooth and a Sharp Body Brainstorm and Word Brainstorm. Divide class into 2 groups, with one group as performers, and the other as audience. Chart student responses. Use one column for verbs (gerund form) and one for adjectives.

Music: "Sharp Cinquain" #12, "Smooth Cinquain" #13, *Writing Dances*.

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

5. Guide students in writing a class cinquain. Assist students in choosing the subject for the poem: either smooth energy or sharp energy.

6. Ask students to reflect on the process of creating a poem based on a dance energy quality and prepare them to transform the poem into a dance in their next lesson.

Criteria-based reflection

Day Two

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

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

2. Repeat Move and Freeze with sharp and smooth energy.

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

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

3. Create an energy cinquain dance with student input and direct rehearsal.

Criteria-based process assessment: Selects diverse choices of shapes and actions to show the energy quality described in the class cinquain poem.

4. Lead students through the performance and responding process. Ask half of the students to perform and half to be the audience and then reverse roles.

Criteria-based teacher checklist, peer assessment: Selects diverse choices of shapes and actions to show the energy quality described in the class cinquain poem.

5. Guide students in journal reflections.

Criteria-based teacher checklist, self-assessment: Describes a shape or movement that shows the energy quality described in the class cinquain poem.

LESSON STEPS

Day One

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

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: Louise Nadeau and Christophe Maraval in George Balanchine's *Jewels*, Benjamin Griffiths in George Balanchine's *Agon*. 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. We will also be choosing specific words to describe one of the energy qualities in a poem and transforming the poem into a dance.*
- *Show me a smooth movement with your hands. Say, "smooth" when you move your hands.*
- *Show me a sharp movement with your hands. Say, "sharp" when you move your hands.*
- *Here are photographs of Pacific Northwest Ballet dancers making shapes. Do you see a smooth shape or a sharp shape? Why?*

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.

- *The BrainDance has our dance words for today: sharp and smooth. At the end of the BrainDance, I'll ask you where we did them 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.*
- *When did we do sharp and smooth energy in the BrainDance today?*

3. Introduce the concepts of smooth and sharp energy. Display the dance word signs for the concepts. 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 or general space called out. Follow the directions. Try different movements. Use your whole bodies to show the energy quality.*
- *We are generating ideas! When the music pauses, freeze in a shape.*

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

4. Lead students in a Smooth and a Sharp Body Brainstorm and Word Brainstorm. Divide class into 2 groups, with one group as performers, and the other as audience. Chart student responses. Use one column for verbs (gerund form) and one for adjectives.

Music: "Sharp Cinquain" #12, "Smooth Cinquain" #13, *Writing Dances*.

Interpreting, observing, responding

- *We will do a body brainstorm and a word brainstorm, which is a way dancers and writers generate ideas.*
- *Dancers, you will be doing a sharp energy body brainstorm, or experimenting with lots of ways to do movements that use sharp energy.*
- *Audience, your job will be to contribute words to our word bank. We are looking for adjectives or verbs that express, illustrate, or describe the sharp movement qualities we see our performers use as they dance. Remember your words and I'll write them after the dancers have finished performing.*

▣ Repeat the process with a smooth energy brainstorm. Ask students to reverse roles and the dancers to explore smooth energy. The audience will suggest verbs and adjectives to describe the smooth movement they observed.

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

5. Guide students in writing a class cinquain. Assist students in choosing the subject for the poem: either smooth energy or sharp energy.

 Guided writing

- *We are going to make many artistic choices today. Just like dancers need to find movements that express what they mean to make a dance, writers need to choose words that express what they mean to write a poem. We're going to write a poem about one of the energy qualities and then choose movements to dance the words in the poem.*

 Use words from the word bank, but feel free to add others when needed.

- *Should our poem be about sharp energy or smooth energy?*
- *Our poem will be in the cinquain form. In a cinquain, the first line is a noun. The second line has two adjectives. The third line has three verbs in the "ing" form. The fourth line is a four-word sentence or phrase. The fifth line is a synonym of the noun from the first line.*
- *Our poem will be about the energy quality we have chosen (either smooth or sharp).*
- *You will be choosing words for our poem. By doing so we are creating meaning as artists.*

 Ask students to copy the cinquain in their student journals. You may also use the Cinquain Worksheets and insert them into the journals.

Is your poem about sharp or smooth energy? _____

(noun)

(two adjectives)

(three verbs in "ing" form)

(4 word phrase or sentence)

(noun or synonym)

6. Ask students to reflect on the process of creating a poem based on a dance energy quality and prepare them to transform the poem into a dance in their next lesson.

 Responding

- *Describe how some of the words from our poem communicate the energy quality we have chosen.*
- *Think about what movements you could use to show the meaning of the poem's words.*
- *The next time we dance, we will transform our poem into a dance.*

Criteria-based reflection

Day Two

1. Repeat *BrainDance* from Day One.

2. Repeat Move and Freeze with sharp and smooth energy.

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

Mini-lesson

- *I'll play the music; you'll hear smooth or sharp energy and self or general space called out. Follow the directions. Try different movements.*
- *We are generating ideas! When the music pauses, freeze in a shape.*
- *Ask yourselves, when you hear the smooth music, are you moving your whole body with smooth energy? When you hear sharp music, are you moving your whole body with sharp energy?*

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

3. Create an energy cinquain dance with student input and direct rehearsal.

Music: speaking the poem and/or using "Sharp Cinquain" #12 or "Smooth Cinquain" #13, *Writing Dances*.

Interpreting

- *We are going to transform our poem into a dance. Every shape or movement that we make should use our whole bodies to express the energy quality we have chosen.*
- *You will be making choices about which movements to do. By doing so we are creating meaning as artists.*
- *Let's make a shape for our first noun.*
- *What movements should we do for our adjectives and our verbs?*
- *How should we express our four-word phrase in movement?*
- *What shape should we do for our last noun?*

Criteria-based process assessment: Selects diverse choices of shapes and actions to show the energy quality described in the class cinquain poem.

4. Lead students through the performance and responding process. Ask half of the students to perform and half to be the audience and then reverse roles.

Sharing, observing, responding

- *Audience, we're doing the reflection part of the artistic process.*
- *What expressive word choices did you hear in the poem?*

- *How did they communicate the energy quality we chose for the poem?*
- *Can you describe a shape that was effective in showing sharp or smooth energy? How did it show the energy quality?*
- *Can you describe a movement from the dance? How did the movement choice communicate the energy quality we chose for our poem?*

Criteria-based teacher checklist, peer assessment: Selects diverse choices of shapes and actions to show the energy quality described in the class cinquain poem.

5. Guide students in journal reflections.

 Responding, independent writing in writer's notebook

 You may use the Cinquain Response Worksheets.

- *Pull out your Arts Impact journals. Journals help you reflect.*
- *Let's write our dance words for the day.*
- *Dancers like to write down their dances to help remember them and to get good ideas for new dances.*
- *Describe at least one shape or movement from the dance. Explain how it shows the energy quality from the poem -- smooth or sharp.*

Criteria-based teacher checklist, self-assessment: Describes a shape or movement that shows the energy quality described in the class cinquain poem.

Smooth and Sharp Cinquain Dance Worksheet

Name: _____

Date: _____

Is the poem about sharp or smooth energy? _____

(noun)

(two adjectives)

(three verbs in "ing" form)

(4 word phrase or sentence)

(noun or synonym)

Smooth and Sharp Cinquain Dance Response Worksheet

Name: _____

Date: _____

Describe one shape or movement from the dance:

How does it show the type of energy in the poem (smooth or sharp)?

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Second Grade Lesson Three: *Smooth and Sharp Class Cinquain Dance*

STUDENT SELF-ASSESSMENT WORKSHEET

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

Disciplines	DANCE		DANCE	WRITING	Total 4
Concept	Energy		Energy Choreography	Description	
Criteria	Performs smooth movement.	Performs sharp movement.	Selects diverse choices of shapes and actions to show the energy quality described in the poem.	Describes a shape or movement that shows the energy quality described in the class cinquain poem.	
Student Name					

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Second Grade Lesson Three: *Smooth and Sharp Class Cinquain Dance*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE		DANCE	WRITING	Total 4
Concept	Energy		Energy Choreography	Description	
Criteria	Performs smooth movement.	Performs sharp movement.	Selects diverse choices of shapes and actions to show the energy quality described in the poem.	Describes a shape or movement that shows the energy quality described in the class cinquain poem.	
Student Name					
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: *Smooth and Sharp Cinquain Dance*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how writers need to choose words that express what they mean to write a poem, and dancers need to find movements that express what they mean to make a dance.

- We did the BrainDance to warm-up our brains and our bodies.
- We explored movements with smooth and sharp energy.
- We generated ideas by dancing with smooth and sharp energy, and brainstormed words to describe our movements.
- We organized our ideas and wrote a cinquain poem about one of our energy qualities and transformed it into a dance.
- We reflected upon our process of writing a poem and creating a dance.

You could notice when you use smooth movement and sharp movement during the day. Ask you child to tell you about the cinquain dance and to teach you how to do smooth and sharp movement.

Enduring Understanding

Selecting specific words and connecting related movements can create poetry and dances that communicate in a particular form.