

## ARTS IMPACT LESSON PLAN

### Dance and Reading Infused Lesson

#### Accumulation Sequence Dances

Author: Debbie Gilbert      Grade Level: Fifth



#### Enduring Understanding

Selecting and creating movement to sequence key events or ideas can show the plot of narrative poetry.

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

*In this reading and dance lesson, students select four lines, phrases, or sentences that show the meaning of a poem from a book of narrative poems read by the class. In small groups, they create movements that show the meaning. Students add a choreographic device (accumulation) to their choreography to make the dances more interesting and then perform the dances in the sequence of the plot.*

### Learning Targets and Assessment Criteria

**Target:** Demonstrates understanding of a poem’s meaning.

**Criteria:** Selects four lines, phrases, or sentences that show the most important ideas in the poem.

**Target:** Choreographs an Accumulation Sequence Dance to synthesize the plot of a narrative poem.

**Criteria:** Creates four movements that show the meaning of poetry selection.

Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

**Target:** Responds to the Accumulation Sequence Dance.

**Criteria:** Chooses a movement from the dance. In writing, describes the movement and explains how the movement shows the meaning of the words.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Expression Meaning Sequence</p> <p><u>Reading:</u> Plot</p> <p><u>Arts:</u> Accumulation Choreographer Choreographic device Energy (smooth, sharp, swinging, shaking) Movement phrase Performer Self and general space Shape</p>	<p><b>Museum Artworks or Performance</b></p> <p><b>Seattle, WA</b> Pacific Northwest Ballet UW World Series of Dance</p> <p><b>Tacoma, WA</b> Broadway Center for the Performing Arts</p> <p><b>Materials</b> Lesson criteria chart; <i>Home of the Brave</i> by Katherine Applegate (or other book selection); Copies of 6-7 poems, plus one for demo; Music player; Drum/percussion instrument; <i>Reading Dances</i> CD by Debbie Gilbert; Computer with internet connection and projector; White board, document camera, or chart paper &amp; markers; Dance word sign: accumulation; Choreography Refinement Task Chart; Program Order Chart; Choreographer’s Worksheets, one per student; Response Worksheets, one per student; Writing pencils; Class Assessment Worksheet</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>WA Arts State Grade Level Expectations</b> <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> <a href="http://www.k12.wa.us/Arts/Standards">http://www.k12.wa.us/Arts/Standards</a></p> <p>1.1.1 Elements: Shape 1.1.3 Elements: Energy 1.1.4 Principles of Choreography: Form, Repetition 1.2.1 Skills and Techniques: Focus and 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 Reading</p> <p><b>Common Core State Standards in ELA</b> <i>For a full description of CCSS Standards by grade level, see:</i> <a href="http://www.k12.wa.us/CoreStandards/ELAstandards/">http://www.k12.wa.us/CoreStandards/ELAstandards/</a> RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p style="text-align: center;"><i>continued</i></p>

**Connections:**

Teachers College Readers Workshop

**Video:**

Kwoto performance

<http://www.youtube.com/watch?v=YUumdSmmjZ0&feature=related>

Dinka Bor Dances:

<http://www.youtube.com/watch?v=DzCLLeJu6w&feature=related>

Accumulation (Daily Dance Diary #3):

[http://www.youtube.com/watch?v=yYW37Mb\\_tbc](http://www.youtube.com/watch?v=yYW37Mb_tbc)

Trisha Brown: Accumulation:

<http://www.youtube.com/watch?v=Tt1s32iQDU8>

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**College and Career Ready Students in Reading**

Demonstrate independence.

Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

Come to understand other perspectives and cultures.

### ICON KEY:

 = Notes specific *Readers 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	<ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul>

## Pre-Teach

Introduce movement safety and the dance concepts of self and general space, shape, and smooth, sharp, swinging, and shaking energy.

Do the BrainDance of Expression. Discuss the meaning of any emotion words from the BrainDance that are unfamiliar.

Select a book of poems that tell a story. Read and discuss the book with the class.

Choose six poems or portions of poems from the book that together show the arc of the plot — six or seven key events. You may choose them in advance, or work with the class to choose the six or seven poems. The example used in this lesson is *Home of the Brave* by Katherine Applegate a series of narrative poems that tell a story although you can use these strategies with other narrative poems or novels.

Divide the students into six or seven small groups.

Use thinking strategy: synthesis.

## Lesson Steps Outline

### Day One

**1.** Prepare students for creating movement phrases that show what they understand about the plot of a narrative poem they have read. Display criteria chart.

**2.** Demonstrate and guide reading a poem, selecting four lines, phrases or sentences that show the meaning of the poem, and notating them. Divide students into six or seven small groups. Distribute a poem to each group and an Accumulation Sequence Dance Choreographer's Worksheet to each student.

Criteria-based teacher checklist: Selects four lines, phrases, or sentences that show the most important ideas in the poem.

## Day Two

1. Describe the plan for Day Two: generating ideas for the dance.
2. Show video of traditional dances and ask students to make connections with their experience with dance concepts.
3. Discuss expectations for safe dancing. Chart student response.
4. Lead students in *BrainDance of Expression* warm-up.  
Music: "BrainDance of Expression, Fifth Grade" #6 *Reading Dances* by Debbie Gilbert.
5. Conduct an exploration of dance concepts of self and general space, shape, and energy. Use a drum for accompaniment.

Criteria-based process assessment: Moves in self and general space. Freezes in shapes. Dances with smooth, sharp, shaking, and swinging energy.

6. Facilitate choreography of movements to show the meaning of the poem. Demonstrate choosing four movements. Distribute poems to each group and Accumulation Sequence Dance Choreographer's Worksheets. Guide small groups through choreographing and rehearsing four movements.  
Music: "Jesse Malanga" by Crone Thunder #8 *Reading Dances*.

Criteria-based teacher checklist: Creates four movements that show the meaning of poetry selection.

7. Lead class reflection. Demonstrate notating movement and analyzing the meaning of the movement. Ask students to notate their movement choices and explain their meaning.

Criteria-based reflection: Describes movements in writing.

## Day Three

**1.** Describe the plan for Day Three: refining movement phrases using accumulation.

**2.** Introduce accumulation. Display dance word sign: accumulation. Show video of dancers demonstrating accumulation.

**3.** Lead students in *BrainDance of Expression* warm-up.

Music: "BrainDance of Expression, Fifth Grade" #6 *Reading Dances*.

**4.** Guide students in refining choreography with the addition of accumulation.

Distribute completed Accumulation Sequence Dance Choreographer's Worksheets for reference. Display choreography refinement task chart.

Music: "Jesse Malanga" by Crone Thunder #8 *Reading Dances*.

Criteria-based teacher checklist, self and peer assessment: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

**5.** Direct the first draft performances of small groups in the sequential order of the plot. Post a program order, listing each small group in the order its poem appears in the book. Review performer and audience behavior.

Criteria-based teacher checklist: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

**6.** Facilitate group response after each small group performance.

Criteria-based teacher checklist, self and peer assessment: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

## Day Four

**1.** Describe the plan for Day Four: refining, performing, and reflecting on dances.

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

Music: "BrainDance of Expression, Fifth Grade" #6 *Reading Dances*.

**3.** Guide students in refining and rehearsing their movement phrases. Distribute completed Accumulation Sequence Dance Choreographer's Worksheets for reference.

Criteria-based teacher checklist, self-assessment: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

**4.** Direct the performance of the *Home of the Brave* dance so that each of the small group dance phrases is performed in the sequence of the plot without a break between dances. Post the program order.

Criteria-based teacher checklist: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

**5.** Facilitate verbal response to the dance.

Criteria-based group reflection: Describes how the dance synthesizes the plot of the poem.

**6.** Facilitate written response to the dance. Distribute Accumulation Sequence Dance Response Worksheets, and completed Accumulation Sequence Dance Choreographer's Worksheets for reference.

Criteria-based teacher checklist, self-assessment: Chooses a movement from the dance. In writing, describes the movement and explains how the movement shows the meaning of the words.

## LESSON STEPS

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### Day One

#### 1. Prepare students for creating movement phrases that show what they understand about the plot of a narrative poem they have read. Display criteria chart.

▣ For the criteria chart, you can use the criteria listed on the first page of this lesson. You may re-write it in kid-friendly language appropriate for your class.

- *We'll be using the creative processes of **generating ideas**, **constructing meaning**, and **reflecting** to choreograph a movement phrase to synthesize what we know about the plot of Home of the Brave.*
  - *Today, we'll concentrate on **generating ideas**.*
  - *I have six (or seven) poems from the book that were selected to show key events or ideas from the plot. In small groups, you'll choose four key phrases from one of the poems. On another day, you'll choose movements that show the meaning of your poem.*
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#### 2. Demonstrate and guide reading a poem, selecting four lines, phrases or sentences that show the meaning of the poem, and notating them. Divide students into six or seven small groups. Distribute a poem to each group and an Accumulation Sequence Dance Choreographer's Worksheet to each student.

📖 Synthesizing, discerning the important ideas or information, monitoring comprehension and meaning

▣ If you choose the small groups in advance, you won't lose momentum as you transition into this strategy.

- *I am going to look at my poem "Mama", which is one section of our book, Home of the Brave. As I read it, I am going to look for four lines, phrases, or sentences that synthesize what happens in this poem.*

▣ For example: "She is like newborn sun"; "I know hope's embrace"; "I am just a boy, like any boy"; "I don't know why I have been so lucky to be so loved."

- *Now you are going to generate ideas for your dances by synthesizing the ideas from your poem.*
- *Read your poem together. As a group, select four lines, phrases, or sentences that show the most important ideas in the poem.*
- *Notate them on your Accumulation Sequence Dance Choreographer's Worksheet. You'll just fill in the boxes on the left of the worksheet. You'll add the movements in the next session.*
- *What key words from the poem could inform your action/movement choices?*

☑ Criteria-based teacher checklist: Selects four lines, phrases, or sentences that show the most important ideas in the poem.

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## Day Two

### 1. Describe the plan for Day Two: generating ideas for the dance.

- *Today, we will be using the creative process of **generating ideas** to choose movements that show the meaning of your poem.*
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### 2. Show video of traditional dances and ask students to make connections with their experience with dance concepts.

📖 Sharing professional work, making connections with prior knowledge

📖 Choose videos from a culture connected with your book. The examples below are linked with traditional dance from Sudan, the birthplace of Kek from *Home of the Brave*.

Video Examples:

Kwoto performance (This is a long video. Watch no more than the first dance, 0:00 to 2:46.)

<http://www.youtube.com/watch?v=YUumdSmmjZ0&feature=related>

Dinka Bor Dances: <http://www.youtube.com/watch?v=DzCLLeJu6w&feature=related>

📖 You could also choose to find your own videos that represent a variety of styles and cultures. Look for video that reflects the cultures of the characters in your narrative poem.

- *You can generate ideas for your own dances by observing dances from the cultures of characters from the books you read. Kek emigrated from Sudan. Here are some videos of traditional dances from Sudan. What do you see the dancers doing?*
  - *Do you see any movements that connect with dance concepts you know? Are they dancing one spot or traveling? Are they on a low or high level? Are they doing large or small or fast or slow movements?*
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### 3. Discuss expectations for safe dancing. Chart student response.

- *What do you do when you are dancing so that everyone feels respected and safe so that they can be creative?*
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**4. Lead students in *BrainDance of Expression* warm-up.** (Originally developed by Anne Green Gilbert, [www.creativedance.org](http://www.creativedance.org), reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*.)

Music: "BrainDance of Expression, Fifth Grade" #6 *Reading Dances*.

📖 The emotion words in the BrainDance were taken from *Home of the Brave*.

- *This BrainDance will warm-up your brain and your body and also give you the chance to **generate ideas** of ways to express feelings through movement. Being able to show emotions with your movements will help you to be more successful in dancing the plot of a story.*

### Breath

- *Breathe calmly.*

### Tactile

- *Impatiently tap from the top of your head all the way to your toes.*

### **Core-Distal**

- *Proudly grow into a large shape and wearily shrink into a small shape.*

### **Head-Tail**

- *Hopefully curl forwards and backwards and 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 mischievously.*
- *The lower half of your body is in motion, while the upper half is frozen. Move stubbornly.*

### **Body-Half Right and Left**

- *Your left side is frozen and only the right side dances. Move with a silly feeling.*
- *Now the right side is frozen and the left half dances. Move mournfully.*

### **Eye-Tracking**

- *Keep your eyes on your right thumb. Fiercely move it from one side to the other and up and down.*
- *Pout as you watch your left thumb moving side to side and up and down.*

### **Cross-Lateral**

- *Happily reach across up high, up high, down low, down low.*

### **Spin/Vestibular**

- *Curiously turn and be unafraid when you freeze in a shape. Repeat several times.*

### **Breath**

- *Breathe calmly.*

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## **5. Conduct an exploration of dance concepts of self and general space, shape, and energy. Use a drum for accompaniment.**

### Mini-lesson

- *Before we begin to create our dances, let's practice dance concepts that we will use in our choreography.*
- *When you dance and stay in one spot, dancers call that dancing in self-space.*
- *When you dance while traveling through the empty space in the room, dancers call that dancing in general space.*
- *Notice when I freeze in a shape, I am using my whole body — my arms, legs, head, and spine. I am totally frozen in a statue, except I can breathe and blink.*
- *I'll play the drum and call out either self or general space for you to move in. When the drum stops, freeze in a shape.*

▮ Guide students to explore several different movements in self-space (e.g. reach, swing, wiggle, and float) and general space (e.g. stride, leap, hop, and gallop). Alternate moving and then freezing in a shape.

- *After I see that you understand self and general space, I'll ask you to move with these energy qualities: smooth, sharp, swinging, shaking.*

▮ Cue students to explore each energy quality in both self and general space. To challenge your students, you could ask them to use just one part of their body and then their whole bodies (e.g. *shake with your hand in general space. Freeze. Shake with your whole body in self-space.*)

- *You are **generating ideas** you could choose to use in your dance.*

Criteria-based process assessment: Moves in self and general space. Freezes in shapes. Dances with smooth, sharp, shaking, and swinging energy.

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## **6. Facilitate choreography of movements to show the meaning of the poem. Demonstrate choosing four movements. Distribute poems to each group and Accumulation Sequence Dance Choreographer's Worksheets. Guide small groups through choreographing and rehearsing four movements.**

📖 Synthesizing, group conferring

Music: "Jesse Malanga" by Crone Thunder #8 *Reading Dances*.

- *Now that we're warmed up, we are going to **generate ideas to transform the words we selected into movement**.*
- *You have four movements to design. Each movement should express the meaning and the emotions of the words you selected. I'll demonstrate with my poem.*

▮ Here are some examples for your demonstration: for "She is like newborn sun," sharply stretch to the sky. For "I know hope's embrace," curl forwards. For "I am just a boy, like any boy," shake your whole body. For "I don't know why I have been so lucky to be so loved," smoothly reach forwards.

- *Think about what you know about dance. You could use sharp, smooth, swinging or shaking movements. You could let the rhythm of our music give you ideas for movements. You could remember the way the dancers from Sudan moved and that could also inspire you.*
- *You'll be synthesizing with your group. Use what you know about dance and what you understand about your poem to create a movement for each line, phrase, or sentence that you have selected. Keep the movements simple so that everyone can do them.*
- *Decide if you are going to do each movement only one time, or if you are going to repeat each movement two, three, or four times.*
- *Practice them in unison – that means you all do the same movements at the same time.*

Criteria-based teacher checklist: Creates four movements that show the meaning of poetry selection.

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## **7. Lead class reflection. Demonstrate notating movement and analyzing the meaning of the movement. Ask students to notate their movement choices and explain their meaning.**

📖 Responding

▣ Use a document camera to demonstrate filling out the Accumulation Sequence Dance Choreographer's Worksheet.

- *What did you discover when you chose movements to show the meaning of the poem?*
- *I'll notate my movements for my dance. For "She is like newborn sun," where it says to describe my movements, I'll write, "sharply stretch to the sky." Where it says to say how it shows the meaning of the words, I'll write, "I am showing the movement of a young, energetic sun."*
- *Since we will continue to refine our dances in the next lesson, notate your movement choices on the right side of your Accumulation Sequence Dance Choreographer's Worksheet. Explain how the movements you chose showed the meaning of the words.*
- *Describing dances in words is a good strategy for **self-reflection**. Be specific, so that someone who wasn't in the room when you created your dance would know just what to do by reading your description. Writing your choices will help you remember them when we dance again.*

Criteria-based reflection: Describes movements in writing.

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## Day Three

### 1. Describe the plan for Day Three: refining movement phrases using accumulation.

- Today, we will be using the creative process of *constructing meaning*.
  - We'll refine our movement phrases from Day Two, by using a choreographic device. Choreographers use devices to make their dances more interesting. The device we will use is accumulation.
  - Accumulation means you do the first movement. Next, you do the first movement again and the second movement. Then, you do the first and the second movement and the third movement. Finally, you do the first, second, third, and fourth movements. So the pattern is 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.
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### 2. Introduce accumulation. Display dance word sign: accumulation. Show video of dancers demonstrating accumulation.

📖 Mini-lesson, sharing professional work

📺 Video examples:

Accumulation (Daily Dance Diary #3): [http://www.youtube.com/watch?v=yYW37Mb\\_tbc](http://www.youtube.com/watch?v=yYW37Mb_tbc)

Trisha Brown: Accumulation (This clip is 2:41 minutes long. You may choose to show only part of this dance): <http://www.youtube.com/watch?v=Tt1s32jQDU8>

📺 You could also choose to find your own videos that represent a variety of styles and cultures. Look for video that shows accumulation.

- When you use accumulation you add one new movement every time you repeat the phrase.
  - Let's use accumulation in a hand dance: smooth hand; smooth hand + sharp hand; smooth hand + sharp hand + swinging hand; smooth hand + sharp hand + swinging hand + shaking hand.
  - Here are videos of dancers using accumulation. What do you see?
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### 3. Lead students in *BrainDance of Expression* warm-up.

Music: "BrainDance of Expression, Fifth Grade" #6 *Reading Dances*.

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### 4. Guide students in refining choreography with the addition of accumulation. Distribute completed Accumulation Sequence Dance Choreographer's Worksheets for reference. Display choreography refinement task chart.

📖 Synthesizing, group conferring

Music: "Jesse Malanga" by Crone Thunder #8 *Reading Dances*.

- *By making movement choices and organizing them, you are constructing meaning. Here are some guidelines for refining your choreography:*

#### Choreography Refinement Task Chart

- Review the movements you have created. Refer to your Accumulation Sequence Dance Choreographer's Worksheets.

ARTS IMPACT DANCE AND READING INFUSION – Fifth Grade: *Accumulation Sequence Dances*

- Do your movements synthesize the meaning of your lines, phrases, or sentences? Are there any changes you should make to clarify the meaning?
- Decide if you want to repeat each movement one, two, three, or four times.
- Add accumulation to your dance:
  - A
  - AB
  - ABC
  - ABCD
- Are there any adjustments you need to make to your movement phrases so that they work with accumulation, such as transitioning from one level of space to another?
- Note any changes on your *Accumulation Sequence Dance Choreographer's Worksheets*.
- Add a beginning and an ending shape. Hold the shapes for three seconds.
- Practice, practice, practice.

Criteria-based teacher checklist, self and peer assessment: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

**5. Direct the first draft performances of small groups in the sequential order of the plot. Post a program order, listing each small group in the order its poem appears in the book. Review performer and audience behavior.**

 Sharing

- *You will be performing the drafts of your dance in the order that the poems occur in the book. By looking at all the dances in order, you will see the plot of the book transformed into a dance.*
- *Remind me, what do we expect from the audience? What do we expect from the performers?*

Criteria-based teacher checklist: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

**6. Facilitate group response after each small group performance.**

 Responding

- *Let's reflect, checking in with ourselves and others as we refine our dances.*
- *Performers, describe how your movements showed the meaning of your poem.*
- *Audience, what did you see? Be specific in describing the movements. What parts of their bodies did they use? What dance concepts did they use? How did they use accumulation?*
- *We'll have another day to refine and rehearse our dances and then perform them.*

Criteria-based teacher checklist, self and peer assessment: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

## Day Four

### 1. Describe the plan for Day Four: refining, performing, and reflecting on dances.

- *Today, we will be using the creative process of reflection.*
  - *We'll refine our movement phrases, perform them in order, and talk about how our dances synthesize the plot of Home of the Brave.*
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### 2. Lead students in **BrainDance of Expression** warm-up.

Music: "BrainDance of Expression, Fifth Grade" #6 *Reading Dances*.

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### 3. Guide students in refining and rehearsing their movement phrases. Distribute completed **Accumulation Sequence Dance Choreographer's Worksheets** for reference.

📖 Synthesizing, group conferring

- *Rehearse your dances. You have two tasks. As choreographers, your job is to make sure your dance expresses the meaning of your poem and uses an accumulation pattern. As performers, your job is to freeze in a beginning and an ending shape, hold those shapes for three seconds, use your whole body in the dance, and do your best to move in unison with the rest of your group.*
- *Ask yourself, do you have a beginning and ending shape? Are you holding it still for three seconds? Are you using your whole body? Are you moving in unison with your group? Moving in unison takes lots of practice. So practice, practice, practice!*

☑ Criteria-based teacher checklist, self-assessment: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

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### 4. Direct the performance of the **Home of the Brave** dance so that each of the small group dance phrases is performed in the sequence of the plot without a break between dances. Post the program order.

📖 Sharing

- *Now, we are going to put all the pieces together. We'll perform the dances in order without stopping in between them so you can feel how the dances all fit together to show the plot of Home of the Brave.*

☑ Criteria-based teacher checklist: Creates four movements that show the meaning of poetry selection. Performs a beginning and an ending shape. Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.

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### 5. Facilitate verbal response to the dance.

📖 Responding, assessing

- *Let's reflect on our dance experiences.*
- *Turn and talk with a partner. How does our dance show or synthesize the plot of Home of the Brave? What did you discover from your conversation with your partner?*

☑ Criteria-based group reflection: Describes how the dance synthesizes the plot of the poem.

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**6. Facilitate written response to the dance. Distribute Accumulation Sequence Dance Response Worksheets, and completed Accumulation Sequence Dance Choreographer’s Worksheets for reference.**

- *Now, think about your own dance and reflect in writing. List one of the lines, phrases, or sentences from your poem that you danced. Describe the movement you chose. Describe how that movement shows the meaning of the words. You can use your Accumulation Sequence Dance Choreographer’s Worksheets to help you.*

Criteria-based teacher checklist, self-assessment: Chooses a movement from the dance. In writing, describes one movement and explains how the movement shows the meaning of the words.

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The process used in this lesson can prepare your students to demonstrate understandings on the Washington State Dance Classroom-Based Performance Assessments, especially *Poetry in Motion*.

## Accumulation Sequence Dances Choreographer's Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of poem: \_\_\_\_\_

<b>A.</b>	List the first line, phrase, or sentence selected from your poem:	Describe your movement:  How does it show the meaning of the words selected from the text?
<b>B.</b>	List the second line, phrase, or sentence selected from your poem:	Describe your movement:  How does it show the meaning of the words selected from the text?
<b>C.</b>	List the third line, phrase, or sentence selected from your poem:	Describe your movement:  How does it show the meaning of the words selected from the text?
<b>D.</b>	List the fourth line, phrase, or sentence selected from your poem:	Describe your movement:  How does it show the meaning of the words selected from the text?

## ***Accumulation Sequence Dances Response Worksheet***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choose one line, phrase, or sentence from your poem that you danced:

\_\_\_\_\_

What movement did you use to dance the words? (Be specific. Here are some questions that might help you. What action did you do? What parts of your body did you use? Did you use smooth or sharp or shaking or swinging energy?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the movement show the meaning of the words?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## ***Accumulation Sequence Dances Choreography Refinement Task Chart***

- Review the movements you have created. Refer to your Accumulation Sequence Dance Choreographer's Worksheets.
- Do your movements synthesize the meaning of your lines, phrases, or sentences? Are there any changes you should make to clarify the meaning?
- Decide if you want to repeat each movement one, two, three, or four times.
- Add accumulation to your dance:
  - A
  - AB
  - ABC
  - ABCD
- Are there any adjustments you need to make to your movement phrases so that they work with accumulation, such as transitioning from one level of space to another?
- Note any changes on your Accumulation Sequence Dance Choreographer's Worksheets.
- Add a beginning and an ending shape. Hold the shapes for three seconds.
- Practice, practice, practice.

**ARTS IMPACT LESSON PLAN Dance and Reading Infusion**

Fifth Grade: *Accumulation Sequence Dances*

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

**STUDENT SELF-ASSESSMENT WORKSHEET**

Disciplines	READING	DANCE				DANCE/READING		Total
Concept	Determine Meaning	Accumulation Sequence Choreography				Showing Meaning Written Response		7
Criteria	Selects four lines, phrases, or sentences that show the most important ideas in the poem.	Creates four movements that show the meaning of poetry selection.	Performs a beginning shape.	Performs an ending shape.	Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.	Chooses a movement from the dance. In writing, describes the movement.	Explains how the movement shows the meaning of the words.	
Student Name								

**ARTS IMPACT LESSON PLAN Dance and Reading Infusion**

Fifth Grade: *Accumulation Sequence Dances*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	READING	DANCE				DANCE/READING		Total 7
Concept	Determine Meaning	Accumulation Sequence Choreography				Showing Meaning Written Response		
Criteria	Selects four lines, phrases, or sentences that show the most important ideas in the poem.	Creates four movements that show the meaning of poetry selection.	Performs a beginning shape.	Performs an ending shape.	Dances the four movements in the following pattern: 1; 1, 2; 1, 2, 3; 1, 2, 3, 4.	Chooses a movement from the dance. In writing, describes the movement.	Explains how the movement shows the meaning of the words.	
Student Name								
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
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12.								
13.								
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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 reading?*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

DANCE AND READING LESSON: *Accumulation Sequence Dances*

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Dear Family:

Today your child participated in an **Arts and Reading** lesson. We talked about understanding the plot of a narrative poem.

- We generated ideas by reading poems from *Home of the Brave*, a series of narrative poems that tell a story, by Katherine Applegate.
- We selected four lines, phrases, or sentences that showed the meaning of the poem.
- We did the BrainDance of Expression to warm-up our brains and our bodies.
- We created movements that showed the meaning of the poem.
- We used accumulation to make our dance sequences more interesting. Accumulation is a pattern that dance choreographers use where a new movement is added every time the movement phrase is repeated.
- We put all of our dances together in order to show the plot of *Home of the Brave*.
- We reflected upon our process by analyzing the choices we made for our dances.

At home, you could read narrative poetry together and talk about what happens in the story. Look for stories that use accumulation. Ask your child to teach you how to dance a line from a poem or story.

**Enduring Understanding**

Selecting and creating movement to sequence key events or ideas can show the plot of narrative poetry.