

## ARTS IMPACT LESSON PLAN

### Dance and Social Emotional Learning Infused Lesson

#### *Exploring Emotions with Tight and Loose Energy*

Authors: Allison Dungan with Debbie Gilbert      Grade Level: Primary

#### Enduring Understanding

Energy and emotions can be demonstrated through tight or loose movement.

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

*Students explore tight and loose energy and make a connection with the mood meter emotions. They create a pattern dance that alternates between tight and loose movements.*

### Learning Targets and Assessment Criteria

**Target:** Moves with bound energy.

**Criteria:** Dances with tight, rigid movements.

**Target:** Moves with free energy.

**Criteria:** Dances with loose, flexible movements.

**Target:** Creates a pattern dance.

**Criteria:** Dances alternating between tight/loose with an AB pattern.

#### Vocabulary

Arts:  
Alternating  
Bound  
Energy  
Flexible  
Free  
General Space  
Loose  
Pattern  
Rigid  
Self-space  
Tight

#### Materials

##### Museum Artworks or Performance Seattle, WA

Meany Center for the Performing Arts  
Pacific Northwest Ballet

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

Mood Meter poster; Class assessment worksheet  
Eric Chappelle, *Music for Creative Dance Volume III: "Potpourri" (BrainDance)*  
Drum (bound)  
*Music for Creative Dance Volume III: "Breathe" (free)*  
*Music for Creative Dance Volume III: "I Say, You Say" (alternating)*  
Peter Gabriel, *Passion* (tight and loose)  
Eric Chappelle, *Music for Creative Dance Volume IV* (alternating)

#### 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>

- 1.1.3 Elements: Energy
- 1.1.4 Principles of Choreography: AB Pattern
- 1.2.1 Skills and Techniques: Travel and Stop
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process

##### Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

Age 5 and kindergarten

3. Touching, seeing, hearing and moving around: Play safely in group and individual movement settings; understand how to respect others when playing active games, follow rules; enjoy activities that require attention to form such as yoga, karate, sports, gymnastics, or dance.

6. Learning about my world: Arts: Explore the body; develop skills for movement.

##### Social and Emotional Learning Standards

1. Self-Awareness – Individual has the ability to identify and name one's emotions and their influence on behavior.
2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Introduce flexible and rigid. Remind students about safety and respect in the classroom. Review patterns. Review self vs. general space.

## Lesson Steps Outline

**1.** Lead students in *BrainDance* warm-up incorporating tight and loose.

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle

**2.** Introduce and practice tight and loose energy and make a connection with the mood meter.

 Criteria-based process assessment: Explores tight and loose energy.

**3.** Guide student exploration of tight energy.

Music: Drum, or #18 on *Passion* by Peter Gabriel

 Criteria-based teacher checklist and self-assessment: Dances with tight, rigid movements.

**4.** Guide student exploration of loose energy.

Music: "Breathe" from *Music for Creative Dance Volume III*, by Eric Chappelle or #19 on *Passion* by Peter Gabriel

 Criteria-based teacher checklist and self-assessment: Dances with loose, flexible movements.

**5.** Guide students in creating an AB pattern dance using both energies.

Music: "I Say, You Say" from *Music for Creative Dance Volume III* by Eric Chappelle or "Potpourri" from *Music for Creative Dance Volume IV* by Eric Chappelle

 Criteria-based process assessment: Dances alternating between tight/loose with an AB pattern.

**6.** Guide students in performance and response.

Music: "I Say, You Say" from *Music for Creative Dance Volume III* by Eric Chappelle or "Potpourri" from *Music for Creative Dance Volume IV* by Eric Chappelle

 Criteria-based teacher checklist and peer assessment: Dances alternating between tight/loose with an AB pattern.

## LESSON STEPS

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**1. Lead students in *BrainDance* warm-up incorporating tight and loose.** (BrainDance 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: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle

**Breath** (Before the music begins.)

- *Your muscles and your brain need oxygen, so inhale through your nose and exhale through your mouth. Breathe deeply and slowly.*

**Tactile** (Begin the music.)

- *Wake up your hands. Tap from the top of your head all the way to your toes.*

**Core-Distal**

- *Grow into a big shape. Shrink into a small shape.*

**Head-Tail**

- *Curl your spine forwards and backwards and forwards and backwards.*
- *Curve from side to side.*

**Upper Half**

- *The top half of your body dances with loose energy, while the lower half is frozen.*

**Lower Half**

- *The lower half of your body dances with tight energy, while the upper half is frozen.*

**Body-Half Right, then Left**

- *Your left side is frozen and only the right side dances with loose energy.*
- *Now the right side is frozen and the left half dances with tight energy.*

**Cross-Lateral**

- *Use your hands to draw lines crossing in front of your body.*
- *Open/close body side to side like a book.*

**Eye Tracking**

- *Keep your eyes on your right hand. Move it from one side to the other and up and down.*
- *Watch your left hand as you smoothly move it from side to side and up and down.*

**Spin/Vestibular**

- *Glue your arms to your sides. Turn. Freeze in a shape. Do you notice how rigid your body feels? Turn the other direction. Freeze in a shape. Do you notice how rigid your body feels?*

**Breath**

- *Breathe quietly.*
  - *Before we start moving, remind me how we stay safe while we are dancing together.*
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## 2. Introduce and practice tight and loose energy and make a connection with the mood meter.

☐ Display Mood Meter.

- *Please come to your squares so we can learn about different kinds of energy.*
- *I'd like you to look at the mood meter with me. Who remembers what kind of energy it looks like if you were feeling in the yellow? What about in the blue?*
- *Show me a face that you would make if you were feeling in the red? Look at your partner, what do you notice? This is a very TIGHT energy. It is similar to RIGID. Can you feel your tight mouth? Your tight eyes?*
- *Now show me what your face looks like when you're feeling in the green. Notice how that feels. This is a very loose energy.*
- *Now let's try our hands. Please practice using a tight energy with both hands. Now, change that energy to a loose energy. This is like flexible.*
- *Please stand up so we can try it with our feet. Practice using tight energy with your feet. Feel your tight toes, tight heels. You can even move them in a tight way (model a stomp). Now try to wiggle your toes in a loose way. Can you move your whole foot loosely? Remember to stay in self-space for now.*
- *Can you think of a time in your day when you move tight? Loose?*

☑ Criteria-based process assessment: Explores tight and loose energy.

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## 3. Guide student exploration of tight energy.

Music: Drum, or #18 on *Passion* by Peter Gabriel

- *Now we are going to practice using tight energy with our whole bodies. Please find one spot in the classroom where you have enough space to move without touching anyone. Let's listen to the drum and think about our whole bodies showing a very tight or rigid energy. Please stay in self-space for this part.*
- *Now we'll dance with tight energy in general space. Please watch for friends and remember personal space.*
- *What did it feel like to move with tight energy? How did you know your body was tight?*

☑ Criteria-based teacher checklist and self-assessment: Dances with tight, rigid movements.

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## 4. Guide student exploration of loose energy.

Music: "Breathe" from *Music for Creative Dance Volume III*, by Eric Chappelle or #19 on *Passion* by Peter Gabriel

- *Now we are going to practice using loose energy with our whole bodies. Let's listen to the music and think about our whole bodies showing a very loose or flexible energy. Please stay in self-space for this part. Challenge yourself to use your legs in loose way, how about your head? Your back bone?*

- *Now we'll dance with loose energy in general space. Please watch for friends and remember personal space.*
- *What did it feel like to move with loose energy? How did you know your body was loose?*
- *Was it easier to move with tight energy or loose energy? Why do you think that is?*

Criteria-based teacher checklist and self-assessment: Dances with loose, flexible movements.

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### **5. Guide students in creating an AB pattern dance using both energies.**

Music: "I Say, You Say" from *Music for Creative Dance Volume III* by Eric Chappelle or "Potpourri" from *Music for Creative Dance Volume IV* by Eric Chappelle

- *Now we are going to get to practice making a dance that uses both kinds of energy. Let's get ready to switch from tight to loose energy in a pattern. First, please remember that we will be staying in self-space while we create our dance. We are going to start by making tight, rigid movements and then, when I say the magic word "flexible" we will switch to loose, flexible movements. We will switch a few times to create an AB (alternating) pattern.*
- *Please watch us as we show you what this will look like. (Teachers will model moving and alternating their energies.)*
- *OK, now let's all try together. Remember to switch and be thinking about your whole body showing that energy.*

Criteria-based process assessment: Dances alternating between tight/loose with an AB pattern.

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### **6. Guide students in performance and response.**

Music: "I Say, You Say" from *Music for Creative Dance Volume III* by Eric Chappelle or "Potpourri" from *Music for Creative Dance Volume IV* by Eric Chappelle

- *Now it's time to show each other all we've learned. Please come to the rug. If you sit in the orange or green row, you will perform first. Blue and purple rows, you get to be the audience.*
- *Remember, the audience has an important job. You are watching and noticing how your classmates are moving and looking for EVIDENCE of tight or loose movements. Performers, you have the important job of trying your best and having fun!*
- *(After each performance) What did you see? What specific movements did you notice? How can you tell if they were using tight or loose energy?*
- *Now it's the next group's turn. Remember what your job is.*
- *When you get to be an audience for a professional production, you can use what you have learned about dance. Look for evidence of tight and loose energy on the stage. Look for levels, self and general space and tempo changes too!*

Criteria-based teacher checklist and peer assessment: Dances alternating between tight/loose with an AB pattern.

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**ARTS IMPACT LESSON PLAN Arts Infusion**

*Exploring Tight and Loose Energy*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	Dance	Dance	Dance	Total 3
Concept	Tight Energy	Loose Energy	AB Pattern and Energy	
Criteria	Dances with tight, rigid movements.	Dances with loose, flexible movements.	Dances alternating between tight/loose with an AB pattern.	
Student Name				
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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?*

*How could I connect the concepts in this lesson with other disciplines?*

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

**ARTS LESSON: *Exploring Tight and Loose Energy***

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Dear Family:

Today your child participated in an **Arts and Social Emotional Learning** Infused lesson. We talked about different kinds of energy and how to move our bodies in tight and loose ways.

- We explored tight and loose energy.
- We connected our movements to the mood meter and its emotions and energies.
- We created a dance using an AB pattern with tight and loose movements.

At home, you could practice tight and loose movements with faces, arms, or legs. You could also talk about how changing from a tight energy to a loose energy can help calm down big feelings. Look for materials such as paper, fabric, or wood that have rigid or flexible properties.

**Enduring Understanding**

Energy and emotions can be demonstrated through tight or loose movement.