

# ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

## SECOND GRADE—LESSON ONE: Two Vivid Verbs Dance

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Grade Level: 2<sup>nd</sup> grade

Examples:

### Enduring Understanding

Specific movements and vivid verbs communicate precise action.

**Target:** Moves in self-space and general space and makes shapes.

**Criteria:** Performs non-locomotor actions on one spot, locomotor actions through the room, and freezes in a statue-like form.

**Target:** Choreographs and performs a vivid verb dance.

**Criteria:** Selects and dances two specific action words from a list. Selects one verb from the self-space column, and one verb from the general space column. Freezes in a shape at the beginning and end of the dance. Notates the dance.

#### GENERATE IDEAS

- Gather Information
- From WHAT you know
  - From WHO you know
  - Brainstorm

#### CONSTRUCT MEANING

- Create drafts
- Organize ideas
- Make a choice

#### SELF-REFLECT

- Check in with self
- Check in with others
- Refine work

### Teaching and Learning Strategies

#### 1. Prepares students for exploring the language of dance and literacy.

Displays lesson criteria. *Prompts:* We are going to learn the language of dance and also explore how writers use language. So we'll be dancers and writers at the same time. Every time we dance, you'll learn new dance concepts that dancers use to create their dances, and also words to expand your vocabulary so you will become better writers. We'll generate ideas, organize ideas into dances, and then talk and write about what we have created. In this lesson, we'll learn the dance words: self-space, general space and shape. We'll make a list of verbs and use them to create a dance.

Student: Considers the dance and writing exploration to come.

#### 2. Readies students for dancing by creating agreements/rules for dance behavior.

*Prompts:* Before we begin dancing, I have a question for you. How can you be creative and safe at the same time? Charts student responses for classroom dance behavioral expectations.

Student: Contributes to group agreements.

3. **Leads students in *BrainDance* warm-up.** (Originally developed by Anne Green Gilbert, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).

Music: "Language of Dance BrainDance 2/3" #8, *Writing Dances*. Prompts: *The BrainDance is designed to warm up your body and make your brain work better at the same time. Shape is an important dance word. Notice where we make shapes in the BrainDance. Leads the dance using the following sequence of movement patterns:*

Breath: Inhales and exhales. Repeats. Prompts: *Your muscles and your brain need oxygen, so **slowly** inhale through your nose and **slowly** exhale through your mouth.*

Tactile: Brushes arms and legs. Taps body lightly from head to toe. Prompts: ***Slowly** brush your arms. **Slowly** brush your legs. **Quickly** tap from the top of your head all the way to your toes.*

Core-Distal: Gradually increases the size of the body, growing from the center of the body into a big shape and then shrinking back into a small shape. Repeats. Prompts: ***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: Curls the body forward from head to tailbone. Curls it backwards. Repeats. Curves from side-to-side several times. Prompts: ***Smoothly** curl forwards and backwards and forwards and backwards. **Smoothly** curve from side to side.*

Upper Half and Lower Half: Stabilizes the lower half of the body and only the top half dances. Prompts: *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**. Stabilizes the upper half of the body. Only the lower half dances, staying in one spot. Prompts: *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: Stabilizes the left side of the body and only the right side dances. Repeats on the opposite side. Prompts: *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: Follows the thumb with the eyes from side to side and up and down. Prompts: *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: Reaches across the body with one hand and then the other, on high and low levels. Prompts: *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: Turns clockwise. Stops and freezes in a shape. Turns counterclockwise. Stops and freezes in a shape. Repeats. Prompts: *Glue your arms to your sides. **Slow** turn. **High** shape. **Slow** turn. **Low** shape. **Fast** turn. **High** shape. **Fast** turn. **Low** shape. Inhale. Exhale. Prompts: *What shapes did you do in the BrainDance?**

Student: Participates in warm-up according to teacher prompts.

Embedded Assessment: Criteria-based teacher checklist—room scan

#### 4. Introduces the dance concepts of self-space, general space, and shape. Uses verbs to describe the movements.

- a. **Demonstrates the concepts.** Displays the dance word signs for the concepts. Prompts: *When dancers dance in **self-space**, they stay in one spot. When you did the BrainDance you stayed in one spot, so you did the BrainDance in self-space. Wiggling and stretching are movements you can do in your self-space. Those are verbs or action words. Dancers use verbs to tell you*

the actions they do in their dances. When dancers dance in **general space**, they travel. They dance in the empty space so they don't touch anyone or anything. Leaping and stomping are movements we can do in the general space. Those are more great action words. When you are frozen, like a statue, you are in a **shape**.

- b. **Directs Move and Freeze** with self-space, general space, and shapes. Plays the two percussion instruments, one for each type of space (e.g. self-space–shaker, general space–drum) and cues the students. *Prompts: When you hear the music, move and when it stops, freeze in a shape. Do a self-space movement, stretch, to move in one spot.* Plays drum for a few seconds then stops playing. *Freeze in a shape. Do a general space movement, leap, to travel through the empty space in the room.* Plays drum for a few seconds then stops playing. *Freeze in a shape.* Repeats with other movements in self-space (e.g. shake, twist), and movements in general space (e.g. jump, tiptoe). Refers to locomotor and non-locomotor movement chart for additional suggestions.

Student: Analyzes and explores the concepts as cued by teacher.

Embedded Assessment: Criteria-based teacher checklist—room scan

##### 5. **Brainstorms a list of vivid verbs to dance in self-space and in general space.**

- a. **Leads a discussion** of what makes a verb vivid. *Prompts: We are going to make a list of verbs or action words. Writers like their verbs to be vivid. What does vivid mean? What makes a verb a vivid verb? Would "walk" be a vivid verb? What verbs could be more specific, descriptive, or interesting than "walk" (e.g. stroll, strut)? Vivid verbs can inspire more interesting movement for dancers and ideas for writers.*
- b. **Displays photos** of professional dancers. (Pacific Northwest Ballet: Kaori Nakamura in Peter Martins' *Fearful Symmetries*, PNB Dancers in Nacho Duato's *Rassemblement*, Jonathan Porretta and Jordan Pacitti in Twyla Tharp's *In the Upper Room*. UW World Series postcard: MOMIX.) *Prompts: Here are some photos of dancers from Pacific Northwest Ballet, and a postcard from a dance company that performed in the University of Washington's World Series. Can you think of some vivid verbs to describe the actions the dancers are doing?*
- c. **Charts student response**, with a column for self-space words and a column for general space words. *Prompts: Let's make a list of verbs or action words. We are **GENERATING IDEAS** for our dance. In one column, we'll list verbs we can dance in self-space and in the other column, we'll list verbs we can dance in general space. I'll write down the verbs that you used to describe the dancers' actions. What other vivid verbs could we use in our dances?*

Student: Adds suggestions to verb lists.

Embedded Assessment: Criteria-based teacher checklist

6. **Demonstrates the Two Vivid Verbs Dance.** With a couple of student assistants, selects two verbs from the list, one from each column. The first verb will be danced in self-space and the second verb will be danced in general space. Puts the verbs in order. Adds a beginning and ending shape. Notates dance. Demonstrates the dance with music. (Hint: you will have eight counts to do each verb in the music.)

Music: "The Two Vivid Verbs Dance" #9, *Writing Dances*. *Prompts: We are going to create a Two Vivid Verbs Dance. **We'll be organizing our ideas and making decisions. By doing so we are CREATING MEANING as artists.** First, we'll choose two verbs. We'll pick one from each column, so we'll have both self and general space verbs. We will put them in order. We will write down our dance: verb one (self-space), verb two (general space). Our dance will also need a shape at the beginning and the end. Now, we'll show you our dance with music.*

Student: Assists or observes demonstration of choreography of the verb dance.

**7. Guides students through choreography and rehearsal of the Two Vivid Verbs Dance.**

Describes the process. Divides class into small groups of about four students. Gives each student a Two Vivid Verbs Dance choreography worksheet and a pencil. *Prompts: **Now it's your turn to CREATE MEANING as an artist.** You are going to be a choreographer, a dance maker. First, choose two verbs. Pick one from each column, so you'll have both a self and a general space verb. Put them in order, with the self-space verb first and the general space verb second. Write them down on the worksheet. Add a shape at the beginning and the end. Draw or describe the shapes on your worksheet. Now practice the dance with music.*

Student: Choreographs, notates, and rehearses verb dance.

Embedded Assessment: Criteria-based teacher checklist

**8. Leads students through a performance of the Two Vivid Verbs Dance followed by a responding process.**

Invites one or two groups to perform at a time. Discusses performer and audience behavior. *Prompts: Performers, what do you want from your audience? Audience, what do you want from your performers?* After the dance is performed, guides student reflections. *Prompts: **Part of the artistic process is SELF-REFLECTION. Dancers check in with each other and then refine their work.** Turn and talk with a partner. Describe the verbs that you saw. How could you tell which movements were in self-space and which were in general space? Describe the shapes that you observed.*

Student: Performs and describes dances.

Embedded Assessment: Criteria-based teacher checklist; self and peer assessment

Note: You could teach this entire lesson in one session, or you could choose to do strategies 1-7 on the first day, and continue to rehearse and perform on Day Two.

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts Infused:</u> Action words Vivid verbs</p> <p><u>Reading/Writing:</u> Verbs Writer</p> <p><u>Arts:</u> Choreographer General space Self-space Shape</p>	<p><b>Performance:</b> Pacific Northwest Ballet; Seattle, WA</p> <p><b>Art Materials or Performance Materials:</b> Lesson criteria chart CD player <i>Writing Dances</i> music CD Dance word signs: self-space, general space, shape Two percussion instruments (e.g. shaker and drum) Locomotor and non-locomotor movement chart Big papers or whiteboard and markers for charts Two Vivid Verbs Dance choreography worksheets for each student Pencils Assessment checklist</p> <p><b>Dance Photographs:</b> Pacific Northwest Ballet: Kaori Nakamura in Peter Martins' <i>Fearful Symmetries</i> PNB Dancers in Nacho Duato's <i>Rassemblement</i> Jonathan Porretta and Jordan Pacitti in Twyla Tharp's <i>In the Upper Room</i>. ©Angela Sterling (see CD for images)</p> <p>UW World Series postcard: MOMIX</p>	<p><b>Arts State Grade Level Expectations</b> AEL 1.1.1 concepts: <i>self and general space, shape</i> AEL 1.1.2 principles of organization: <i>creates and performs structured improvisations</i> AEL 1.2 skills and techniques: <i>creates and performs simple combinations of locomotor and non-locomotor movements</i> AEL 1.4 audience skills: <i>responding</i> AEL 2.1 creative process: <i>gathers information, organizes ideas, reflects</i> AEL 4.2: connection between dance and writing</p> <p><b>Writing State Grade Level Expectations</b> 3.2.2 Uses a variety of words <i>Builds a rich vocabulary through talking, listening, writing and language activities: rich vocabulary, descriptive words</i> <i>Uses words from classroom resources (e.g. word walls, charts)</i></p>

**Two Vivid Verbs Dance Choreography Worksheet**  
SECOND GRADE—LESSON ONE: Two Vivid Verbs Dance

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

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

Beginning shape	
First vivid verb (self-space)	
Second vivid verb (general space)	
Ending shape	

# ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

## SECOND GRADE—LESSON ONE: Two Vivid Verbs Dance

### ASSESSMENT WORKSHEET

Disciplines Concept	ARTS			WRITING	ARTS and WRITING			Total Points 7
	Self-space	General space	Shape	Lists	Dancing and Notation			
Students	Performs non-locomotor actions on one spot	Performs locomotor actions through the room	Freezes in a statue-like form	Selects two specific action words, representing self and general space movement	Dances two specific action words, representing self and general space movement	Freezes in a shape at the beginning and the end of the dance	Notates the dance	
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26.								
27.								
28.								
Total								
Percentage								

**Criteria-based Reflection Questions:** (Note examples of student reflections on back.)

**Generating Ideas:**

**Constructing Meaning:**

**Self-Reflection:**

**Thoughts about Learning:**

*Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?*

**Lesson Logistics:**

*Which classroom management techniques supported learning?*

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

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

# **ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER**

## **ARTS AND LITERACY**

### **SECOND GRADE—LESSON ONE: Two Vivid Verbs Dance**

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about learning the language of dance and also exploring how writers use language. We discovered how vivid verbs describe the actions that dancers do.

- We did the **BrainDance** to warm-up our brains and our bodies.
- We learned and explored these dance concepts: **self-space** (dancing in one spot), **general space** (traveling), and **shape** (freezing like a statue).
- We generated ideas by brainstorming a list of **vivid verbs**.
- We **organized our ideas and made choices** to create dances from two vivid verbs.
- We reflected upon our process of making **a vivid verb dance** and what we learned about dance and about words.

You could use vivid verbs to describe some of the actions you do at the park or while playing games. Ask your child to show you how you could dance a vivid verb.

### **Enduring Understanding**

Specific movements and vivid verbs communicate precise action.