

ARTS IMPACT LESSON PLANNING FORMAT

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| Arts-Infused Discipline: | | Dance and Math | |
| | | Shared Concepts: Patterns and Size | |
| | | Shared Process: Responding through dance and math manipulatives | |
| Grade Level: | K | Title: | Beyond the AB pattern in dance |
| | | Author: | Krissy Wyatt and Debbie Gilbert at Grant School for the Expressive Arts |
| Enduring Understanding: | | Changing body size, making sounds, and manipulating objects can create patterns. | |
| Examples: | | | |

Target Learnings and Assessment Criteria

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| Target: | Uses whole body to become different sizes. |
| Criteria: | Moves and freezes in big, medium, and small body sizes. |
| Target: | Creates and performs a dance with more complex patterns such as ABB, ABC. |
| Criteria: | Alternates different body sizes to show their given pattern and performs for their peers. |
| Target: | Identifies a pattern. |
| Criteria: | Responds to the performed pattern by reproducing it with sounds such as clap, snap, stomp or clap, clap, snap. |
| Target: | Extends patterns using math manipulatives. |
| Criteria: | Responds to the pattern given by reproducing it with manipulatives. |

Instructional Strategies

Lesson 1:

- Leads students in BrainDance warm-up. **Emphasizes big, medium and small movements** as well as **more complex patterns** than AB.

Tactile: Rub hands. Tap body lightly from head to toe. Stomp feet.

Breath and Core-Distal: Breathe in through the nose and out the mouth. Repeat. Gradually increase the size of the breath, growing from the center of the body when you inhale, and shrinking when you exhale. Prompts: Make a big shape, make a medium shape, and make a small shape.

Head-Tail: Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and back. Prompts: Curl tall, curl small, curl small, curl tall.

Upper Half: Stabilize the lower half of the body and only the top half dances. Prompts: Make arms big, now move your elbows small, now move your hands medium.

Lower Half: Stabilize the upper half of the body. Only the lower half dances, staying in one spot. Prompts: Make your legs move big, now make your knees move small, now make your ankles move medium.

Body-Half Right: Stabilize the left side of the body and only the right side dances.

Body-Half Left: Stabilize the right side of the body and only the left side dances.

Swing: Swing upper body up and down several times. Prompts: Tall, short, tall, short...

Cross Lateral: Reach across the body with one hand and then the other. Repeat several times. Do the same with a foot. Repeat several times. Repeat hand cross-lateral movements

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| <p>and then foot cross-lateral movements. Make a cross-lateral shape. <u>Prompts:</u> Reach across with your arm two times; reach across with your other arm one. AAB, AAB.</p> <p>Spin and Jump: Spin clockwise. Stop and jump in place. Freeze in a shape. Spin counterclockwise. Stop and jump in place. Freeze in a shape. <u>Prompts:</u> What sizes did we use in the warm-up? Did you do any new patterns?</p> | | | |
| <p>2. Explores the concept of size by playing move and freeze using the drum. <u>Prompt:</u> When you here the drum move big, when the drum stops freeze in a small shape. <u>Embedded assessment:</u> room scan, teacher checklist.</p> | | | |
| <p>3. Facilitates a discussion on more complex patterns. Introduces the idea of patterns by showing examples from the classroom that they see everyday. <u>Prompt:</u> Look at the calendar. Wow, there is a different kind of pattern. Who can tell us what the pattern is? Can I show that same pattern using connecting cubes? Then shows many different examples of patterns (AAB, ABC, ABB,) with connecting cubes. Next, we put these patterns into sounds. Example: We will clap, clap, stomp an AAB pattern.</p> | | | |
| <p>4. Explores patterns and sizes in movement. Gives an example of a pattern on the white board and as a group decides on movements that show the pattern. <u>Prompts:</u> Big jump, small spin, spin. ABB, ABB. <u>Embedded assessment:</u> Room scan</p> | | | |
| <p>5. Children create small group choreography by using the patterns given to them by the teacher. Hands out cards with patterns such as ABCC, ABB, etc. Divides students into small groups and moves from group to group guiding students in their choreography. <u>Prompt:</u> What sizes will your movements be? Say your pattern aloud as you are dancing!</p> | | | |
| <p>6. Guides performances. Chooses one group at a time to perform. Plays the drum as the students perform. <u>Prompt:</u> Audience, you are going to be great observers and watch for the sizes the dancers use and the pattern they dance. <u>Embedded assessment:</u> Criteria-based teacher checklist, peer assessment</p> | | | |
| <p>7. Facilitates a discussion after each performance on what sizes and patterns were danced. Next, uses sounds to re-create the same pattern that was danced. <u>Prompt:</u> Tap, tap, and clap. <u>Embedded assessment:</u> Criteria-based teacher checklist, self-assessment</p> | | | |
| <p>8. Makes connections by using math manipulatives. Gives each student a pattern card and the students go to their color tables and reproduce that pattern using the connecting cubes. <u>Embedded assessment:</u> Criteria-based teacher checklist, self-assessment</p> | | | |
| <p>Lesson 2:</p> | | | |
| <p>Same as Lesson 1 except for Strategy 5: Students create their own patterns in their small groups. They will write their pattern on a note card and show it to the teacher. When the teacher gives the thumbs-up, students may go back to their group and create their pattern dance.</p> | | | |
| <p>Strategy 8: Students create their own pattern with connecting cubes and verbally describe it to the teacher.</p> | | | |
| Arts-Infused Vocabulary | Resources: Historical Art or Performance | Classroom, Visual Arts or Performing Arts Materials | WA Essential Learnings |
| Dance and Math: | • Broadway Center for | • Music for the Brain | AEL 1.1 concepts: |

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| <ul style="list-style-type: none"> • aab, abc • patterns • size: big, medium, small | <p>the Performing Arts, Tacoma: <i>Kahurangi</i> <i>Maori Dance</i> <i>Theatre of New Zealand</i></p> | <p>Dance</p> <ul style="list-style-type: none"> • Pattern cards • Drum • Blank cards • Assessment checklist | <p>1.1.1 sizes 1.1.2 pattern</p> |
| | <p>Scheduled Study Visit: March 2007</p> | | <p>AEL 1.2 skills and techniques:</p> <ul style="list-style-type: none"> • responds to sound, moves safely <p>AEL 2 thinking skills in artistic process</p> <p>2.1 creates performs</p> <p>2.2 describes and analyzes</p> <p>AEL 4 connects to other disciplines</p> <p>4.2 math</p> <p>Math GLEs</p> <p>1.5.1 identifies, extends, and creates patterns. 1.3.2 uses comparative language; bigger, smaller, etc. 5.2.1 applies and analyze the use of mathematical patterns and ideas in familiar situations in other disciplines.</p> |

| Arts Discipline: | | Dance | | | | |
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| Copy in lesson criteria in boxes to right Students | | Moves and freezes big, medium, small body sizes. | Alternates different body sizes to show their given pattern and performs for their peers. | Responds to the performed pattern by reproducing it with sounds. | Respond to the pattern given by reproducing it with manipulatives | Total Points 4 |
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| Total | | | | | | |
| Percentage | | | | | | |
| Teacher Comments | | | | | | |
| Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students? | | | | | | |
| Were there lesson dynamics that helped or hindered learning? | | | | | | |

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| What classroom management techniques supported student learning? | |
| Other comments: | |
| Family Communication: | Parent letter discussing that their children danced patterns and sizes. Ask parents to review big, medium, and small. Also ask their child to show them their dance and see if they know what pattern they danced. Ask them to review more complex patterns at home. What can they find around their house that is a more complex pattern? |