# ARTS IMPACT TEACHER LESSON PLAN

Arts Discipline: Dance

Infused Discipline: N/A

Grade Title: Changing Energy: Land Forms and Dance

Level:

3

Author: Susan Laurnen with Jo Petroff at Black Diamond Elementary

Enduring Understanding: Changing the energy quality of movements can demonstrate changes

in nature.

Examples:

Video evidence on file

Performs movements that

vibrate, are abrupt, flow, and swoop.

Video evidence on file

Collaborates to create a series of movements to

music: smooth, sharp, swoop and shake.

Target Learnings and Assessment Criteria

Target: Demonstrates energy qualities: shaking, sharp, smooth and fluid movement.

Criteria: Shows movements that vibrate, are abrupt, flow, and swoop.

Target: Demonstrates change by using varied energy qualities in their body movements.

Criteria: Uses improvisational movements to depict glacier moving (smooth), volcanoes

exploding (sharp), floods (swoop), and earthquakes (shake.)

Target: Works in small groups to choreograph a dance that uses energy qualities to

demonstrate how land forms change.

Criteria: Collaborates to create a series of movements to music: smooth, sharp, swoop and

shake.

Instructional Strategies

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DAY ONE

1. Leads BrainDance. Music: “Potpourri” #20, Music for Creative Dance, Vol. III, Eric Chappelle. Leads

warm-up adding in energy qualities and levels. Leads students in dance using the following

sequence of movement patterns:

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

Breath and Core-Distal: Prompts: 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. Be aware of using smooth flowing, ongoing movements.

Head-Tail: Prompts: Curl the body forward from head to tailbone. Go to the low level and on your

hands and knees round your back like a cat, then sway like an old horse. Wag your tail like a dog.

Shake your body like a wet dog.

Upper Half: Prompts: Sit criss-cross and move your upper body using sharp, abrupt movement.

Lower Half: Prompts: Lean back and finger paint with your toes. Write your name using smooth

cursive letters.

Body-Half Right: Prompts: Stand. Stabilize the left side of your body. Use sharp movements on

the right.

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

smooth movements on the left.

Swing: Prompts: Swing upper body up and down several times. Add a powerful jump.

Cross-Lateral: Prompts: Reach across the body with one hand and then the other. Repeat several

times. Explore other cross-lateral movements, e.g. elbow to opposite knee or hand to opposite

foot.

Spin and Jump: Prompts: Spin clockwise. Stop and jump in place. Spin counterclockwise. Stop and

jump in place.

Prompts: What changes did you notice in the BrainDance today? (changed levels, qualities of energy)

2. Introduces energy qualities. Prompts: Today we will use qualities of energy in our dance: smooth

ongoing, sharp, fluid, shake. Models and uses instruments as students explore energy qualities in self

space. Drum: Sharp movement. Maraca: Shaking. Slide Whistle: Flowing. Penny whistle: smooth.

3. Demonstrates and guides students to use a specific energy quality for a specific type of

land form in nature: glaciers. Music: Eric Chappelle’s Music for Creative Dance, vol. 4, song #16

Energy. Prompts: We are going to use energy qualities to demonstrate our understanding of how land

forms change and move. Imagine we are glaciers. What qualities of movement would we use? Why?

Guides through questioning, about prior knowledge of how glaciers move, if necessary. Prompts continue:

We are looking for slow, smooth, flowing movement like how alpine glaciers flow down a mountain. Asks

students to try these movements. Uses first section of music track, then pauses for next land form.

Embedded Assessment: Criteria based teacher checklist

4. Guides students through each land form change in order according to music; guides

students to change energy qualities to represent changes in land forms. 1) glacier, 2) volcano

with sharp movements, 3) flood with fluid, swooping movement, 4) earthquake with shaking movement.

Pauses after each section. Prompts: Choose another other change in land form that you would like to

dance to today. Remain still in a shape you can hold until you hear the music of your land form, then

begin dancing using the energy quality that demonstrates the land form. At the end of your music freeze

in a shape you can hold. I will go through the entire music and we will repeat the glacier and you will also

add your land form section. Choose from volcano (sharp movement), flood (swooping movement), or

earthquake (shaking movement.) Splits class into two groups and repeats Teaching Strategy #4 with half

the group as the audience and half as performers. Prompts continue: As you watch the other half of the

class perform, in what ways were the two different energy qualities different? How does the dance energy

quality communicate the land form?

Embedded Assessment: Criteria based peer reflection

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DAY TWO

5. Repeats leading BrainDance.

6. Reviews energy qualities with Eric Chappelle’s Music for Creative Dance #16 Energy.

7. Leads creating choreography. Prompts: Today we are going to use the energy qualities we’ve

learned to dance land forms in groups. We will choreograph our dance and show it to the other third

grade class. I am going to divide you into trios or quartets and each group will dance the glacier and one

other land form change, volcano, flood, or earthquake. We will first take half the class and work on how

to dance the glacier. Next the trios and quartets will choreograph their land form change dance. Finally,

each trio or quartet will create their own glacier, then dance their own land form change again, repeating

until music ends. At the end there are three counts. Make three shapes, then hold.

8. Perform for the other third grade class.

Embedded Assessment: Criteria based teacher checklist; criteria-based peer assessment

9. Leads criteria-based reflection. Prompts: How does dancing and considering energy qualities help

you understand how land forms change? What did you see someone else do that was very clear to you In

knowing which land form they were dancing? What was challenging for you and how did you meet the

challenge? Can you describe something that was surprising to you?

Embedded Assessment: Criteria-based class reflection; criteria-based self assessment

Vocabulary Resources:

Performance

Classroom / Performing Arts

Materials

WA Essential Learnings

Pacific Northwest AEL 1.1 concepts:

Ballet, Jewels,

January 30,

2009, Seattle,

WA

• energy qualities

AEL 1.1.2 principles of

organization

• choreography

AEL 1.2 skills and techniques:

• improvisation

AEL 1.4 applies audience skills

• using criteria-based

response process

AEL 2.2 rehearses, organizes,

performs

• refines

• performs in an ensemble

• performs for peers

AEL 3.2 Uses the arts to

communicate a specific purpose

• earthquake

• energy

qualities

• flood

• high

• levels

• low

• medium

• quartet

• shaking

• sharp

• smooth

• trio

• volcano

Scheduled

Study Visit:

Pacific Northwest

Ballet, Jewels,

January 30,

2009, Seattle,

WA

• pictures of landforms:

volcano, earthquake, flood

• science book: Harcourt, 3rd

grade

• Music: Eric Chappelle, Music

for Creative Dance, Vol. 3 and

Vol. 4

• chart of land form dance

order: glacier, volcano, flood,

earthquake (repeat three

times. End with three shapes)

• Instruments (harmonica, slide

whistle, drum, maracas)

• shows knowledge in another

subject using the arts

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DANCE

Energy

DANCE

Choreography

Students

Shows movements

that vibrate, are

abrupt, flow, and

swoop

Uses improvisational

movements to depict

glacier moving (smooth),

volcanoes exploding

(sharp), floods (swoop),

and earthquakes (shake)

Collaborates to create

a series of movements

to music: smooth,

sharp, swoop and

shake

Total

Points

3

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

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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?

What classroom management

techniques supported student

learning?

Other comments:

Family Communication: Students explored dance movements with different energy

qualities. They linked those changing energy qualities to the

changing energy qualities we experience with land forms as the

context for a dance. Changing the energy quality of movements

can demonstrate changes in nature.