

ARTS IMPACT LESSON PLANNING FORMAT			
Arts/Other Core Discipline:		Dance and Writing	
Grade Level:	4	Title:	Beginning, Middle, End: Dance/Writing Connection
		Author:	Krissy Thorvilson with Debbie Gilbert, at Sunnyside ES, Marysville
Enduring Understanding:		Dance performances and narratives in writing include a beginning, middle, and end.	
Examples:		<p>Begins in an exaggerated shape.</p>	<p>Repeats the beginning exaggerated shape.</p>
Target Learnings and Assessment Criteria			
Target:		Moves using strong and light energy.	
Criteria:		Uses the body to show powerful and delicate movements.	
Target:		Creates a beginning of a dance with dramatic, attention-grabbing shape and movement.	
Criteria:		Begins in an exaggerated shape and moves with strong/powerful energy.	
Target:		Creates a middle of a dance by choosing from a variety of previously introduced dance movements.	
Criteria:		Uses the body to show a movement phrase with either levels, directions, and/or self and general space.	
Target:		Creates an ending of a dance with calm and restrained movement.	
Criteria:		Moves with a light/delicate energy and repeats the beginning exaggerated shape.	
Instructional Strategies			
1. Leads the warm-up with the BrainDance. Points out using strong and light energy during selected parts of the BrainDance. Reviews levels, directions, and self/general space during BrainDance.			
2. Introduces strong and light energy. Asks the students what a strong voice sounds like. Introduces words like dramatic, attention-grabbing, and powerful. Asks students what a light voice sounds like. Introduces words like delicate, calm, restrained. Guides students to show examples of both strong and light voices.			
3. Connects voice concepts with movement. Demonstrates several strong movements. <i>Prompt: How do you know movements are dramatic, attention-grabbing, powerful?</i> Demonstrates several light movements. <i>Prompt: How do you know movements are delicate, calm, restrained?</i>			
4. Establishes a signal for strong, and a signal for light movement and explores concepts. Asks the students to move in self space and shows the appropriate movements with the signals. Guides students to move in general space showing the appropriate movements with the signals. <u>Embedded Assessment:</u> Teacher Checklist.			

<p>5. Introduces the plan for choreographing a dance with a beginning, middle, and end. <i>Prompt: A dance is like a story it has a beginning, middle, and end.</i></p>
<p>6. <i>Prompt: How should a piece of writing begin?</i> Guides students to recognize a beginning should be powerful and attention-grabbing. <i>Prompt: In writing we use a hook (lead sentence). In dance we can use strong movements. Asks students in pairs to create a strong shape, and a short phrase of strong movement.</i></p>
<p>7. Introduces the middle. Reviews the terms levels, directions, and self and general space. <i>Prompts: In writing the middle is the longest part in which to express yourself. You have all the words in the world, and you have to choose what you want to say. I want you to use what we've learned to create the middle of your dance using some or all of our dance vocabulary.</i> Pairs students to create their middle phrase.</p>
<p>8. Introduces the end. Students sit. Guides students to discuss the end of a piece of writing. <i>Prompt: How does it feel? (wrapped –up, connected to the beginning, feels like it time to stop)</i> Connects these concepts with dance movements. <i>Prompt: What kind of energy will make the dance feel like it's coming to an end? (light energy) So we'll start out with strong energy and we'll end with light energy.</i> Students create a light ending phrase.</p>
<p>9. Guides students in creating beginning and ending shape. <i>Prompts: When you end a piece of writing you restate your topic or your thesis sentence. For this dance you and your partner should end in (repeat) the same shape in which you started the dance. Everyone show me the shape you created for the beginning of your dance. This is the shape you will be in when the music starts, and the shape you will be in at the end of your dance.</i></p>
<p>10. Guides students in rehearsal. <i>Prompt: Now that you have your three sections, the beginning, middle, and end, rehearse your dance with your partner several time.</i> Embedded Assessment: Teacher Checklist</p>
<p>11. Divides the student pairs into three groups for performance and response. Asks each group to perform, while the other two are audience. Asks the audience to give feedback. <i>Prompts: What did you see in the beginning, what did you see in the middle, what did you see in the end of the dance?</i> Embedded Assessment: Peer Assessment</p>
<p>12. Wraps-up the lesson with the statement: <i>Prompt: A dance performance, like a piece of writing, has a beginning, middle, and end.</i></p>

Vocabulary	Resources: Historical Art or Performance	Classroom, Visual Arts or Performing Arts Materials	WA Essential Learnings
<ul style="list-style-type: none"> • beginning • direction • end • levels • light/delicate energy • middle • movement phrase • repetition • self and general space • shape • strong/powerful energy 	<i>The Pilobolus</i> , World Dance Series, Seattle	<ul style="list-style-type: none"> • Word cards: beginning, middle, end, energy, levels, direction(s), self and general Space • Eric Chappelle, <i>Music for Creative Dance Vol. I</i> 	AEL 1.1 concepts:
			<ul style="list-style-type: none"> • levels • self and general space • shape, repetition • energy
			AEL 1.1.2 composition
			<ul style="list-style-type: none"> • creates strong and light movement (energy) • creates movement sequences with a beginning, middle, and end AND improvises movement using the elements of dance
			AEL 1.2 skills and techniques:
			<ul style="list-style-type: none"> • performs sequences of movement from memory
			AEL 2.2 Applies a performance process:
			<ul style="list-style-type: none"> • rehearses and performs
Scheduled Study Visit: Enter the DATE of your study visit.		AEL 4.2 demonstrates and analyzes the connections between the arts and other content areas	
		<ul style="list-style-type: none"> • writing 	

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Students	Energy	Shape/Energy	Movement	Energy/Shape	Total Points 4
	Uses the body to show powerful and delicate movements	Beginning Begins in an exaggerated shape and moves with strong/powerful energy	Middle Uses the body to show a movement phrase with either levels, directions, and/or self and general space	End Moves with a light/delicate energy and repeats the beginning exaggerated shape	
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25.					
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?	
What classroom management techniques supported student learning?	
Other comments:	
Family Communication:	Key thoughts in communication to family: learned and demonstrated powerful and delicate movements; created a powerful (exaggerated) shape for the beginning and the end of a dance; created movement with powerful and delicate movements, created a movement phrase to show the middle of a dance.