ARTS IMPACT INSTITUTE LESSON PLAN - Core Program Year 2 Art-Infused

DANCE LESSON – **Sharp & Smooth Energy Qualities**

<u>Arts-Infused Disciplines</u>: Dance/Writing <u>Arts-Infused Concept</u>: Word Choice, Verbs,

Adjectives

Artist-Mentor: Joanne Petroff Grade Levels: Third through Fifth Grade

Examples:

Enduring Understanding

Movements with clear qualities of energy can add expression in dance.

Target: Moves using two types of clear energy qualities.

Criteria: Performs visible movement of a <u>specific energy quality</u>: <u>smooth/on-going/flowing</u> or sharp/stopped.

Target: Uses words choice to create choreography linked to one clear energy quality.

Criteria: Selects <u>adjectives</u> and <u>verbs/gerunds</u> to write a cinquain and uses the various movement choices to visibly demonstrate the smooth or sharp quality of the poem.

Target: Performs <u>choreography without interruption</u>.

Criteria: Dances the complete sequence of movements from beginning to end, without stops.

Target: Performs choreography using word choice linked to one clear energy quality.

Criteria: Prompted by the word choice in their cinquain, expresses the energy quality of smooth/fluid or sharp/stopped.

Teaching and Learning Strategies

1. **Leads students in** *BrainDance* **warm-up.** (Originally developed by Anne Green Gilbert, video reference: *BrainDance, Variations for Infants through Seniors*). Music: Eric Chappelle, #18 "Potpourri" from *Music for Creative Dance*, Volume IV. **Demonstrates the dance using the following sequence of movement patterns:** *Prompts:*

<u>Tactile</u>: (standing) Rub hands. Tap body lightly from head to toe. Stomp feet.

<u>Breath and Core-Distal</u>: 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. *Prompt: Use smooth, on-going, fluid movements as you expand and shrink.*

<u>Head-Tail</u>: Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and back. Curve from side-to-side several times. *Prompt: Use flowing movements, like seaweed underwater*.

<u>Upper Half</u>: Stabilize the lower half of the body and only the top half dances. *Prompt: Try doing sharp/stopped, robotic movements.*

<u>Lower Half</u>: Stabilize the upper half of the body. Only the bottom half dances, staying in one spot. *Prompt: Continue using sharp movements.*

<u>Body-Half Right</u>: Stabilize the left side of the body and only the right side dances. *Prompt: Try alternating smooth and sharp movements.*

<u>Body-Half Left</u>: Stabilize the right side of the body and only the left side dances. *Prompt:* Continue with energy quality explorations.

<u>Swing</u>: Swing upper body up and down several times. *Prompt: Use smooth pendulum motions*. <u>Cross-Lateral</u>: 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; *Prompt: Use smooth continuous movements*.

<u>Spin and Jump</u>: Spin clockwise. Stop and jump in place. Spin counterclockwise. Stop and jump in place for 4 counts. *Prompts: Glue your arms to your sides so you don't hit anyone as you spin. Did anyone notice some changes we made in the BrainDance today? Right! We used smooth/flowing and sharp/stopped energy qualities as we moved. Show Word of the Day sign. Did you have a preference? Did you like to move like a robot? Did you prefer the smooth, fluid movements?*

<u>Student</u>: Moves with teacher cueing movements including exploration of energy qualities. Embedded Assessment: Student self-assessment

2. Uses a MOVE & FREEZE activity to highlight when students are using smooth/flowing or sharp/stopped movement. Starts this activity by calling out which type of energy quality to use as students move through self or general space. Guides the exploration by using voice. You can also guide this activity by using a drum beat to indicate sharp movements and a bloogle or recorder (or any instrument that makes a smooth, flowing sound) for the smooth movements. Prompts: When you hear me say the word "sharp" with a percussive or staccato quality, you will move using sharp energy. When I say "smooth", I will say it with an on-going, legato quality. You will move using smooth energy. Silence means freeze. Prompts: Show me how your whole body can move using smooth or sharp energy. Now show me just one body part. Are you able to make a clear distinction between the two different qualities? What movement strategies are you using to help you to be clear?

Once the students are familiar with the structure asks for a volunteer to call out the energy quality. Prompts: When you are the director, (or the person calling out the moves) don't forget you can ask people to move their whole body, or just an arm, a leg, or their head. Try different levels, self and general space, or directions in addition to the energy qualities. Student: Moves with smooth or sharp movements as directed.

Embedded Assessment: Student self-assessment

3. **Body Brainstorm/Word Banking. Divides class into 2 groups.** One group will be performers and the other will be audience. Then reverse roles. *Prompts: Dancers, you will be doing a body brainstorm, or experimenting with lots of ways to do movements that have a sharp or smooth quality. Move using the music structure as a guide. First section—use smooth/flowing movements in general space; second section—when music changes, begin using sharp movements in general space; third section—stay in self space and use smooth movement; fourth section—use sharp movements in self space. Music: Eric Chappelle, #16 "Energy" from <i>Music for Creative Dance, Vol. IV. Prompts: A dancer/movement artist's job is to move clearly to communicate the movement energy. <u>Audience, your job will be to contribute words to our word bank. We are looking for adjectives or verbs that express, illustrate, or describe the sharp or smooth movement qualities we see our performers using as they dance. Remember your words and I'll write them after the dancers have finished performing.

Labels one sheet verbs/gerunds and the second sheet adjectives. Each sheet should be divided into two columns. One for verbs, one for adjectives. Facilitates student analysis of word choices linked with movements.*</u>

<u>Student</u>: Participates in activity as performer or audience member. Embedded Assessment: Criteria-based room scan/reverse checklist

4. Energy Quality Cinquains.

a. **Models writing poem**. Writes a cinquain, a five-line poem, with the whole class to demonstrate the process.

subject or noun (shape)

adjective or descriptive word (self-space)

<u>adjective or descriptive word</u> (self-space)

verb/gerund (general space) verb/gerund (general space) verb/gerund (general space)

<u>four word phrase or a complete sentence</u> (dancers' choice)

repeat noun from line 1, or a synonym, or a word that sums it up (shape)

Prompts: Our poems will be about either sharp energy or smooth energy. We'll use some of the words from the lists we brainstormed. I'll post the poem structure and the dance criteria (in parentheses) we will use.

- b. **Models choreographic process.** As a whole group, translates the cinquain into a dance. *Prompt: Be sure to incorporate the dance criteria listed for the lesson.*
- c. **Divides into groups of 4 or 5 and students repeat steps a & b.** Hands out cinquain format worksheet. *Prompts: Remember, we are looking for the words that help us to illustrate either sharp movements or smooth movements. Our cinquain will be about one or the other. Say the words as you dance them. It will help you to remember your choreography. In addition, your audience will hear and see the poem simultaneously.*

Student: Participates in group creative process.

Embedded Assessment: Criteria-based teacher checklist

5. **Leads class through rehearsal and performance process**. Circulates among groups to check in on progress. Hands out performance rubric page. *Prompts: When a dancer shows clear energy from beginning to end without stopping, the dance is more expressive. As you rehearse, keep your rubric in mind to see how you think you're doing. As you watch the performers, keep the rubric in mind.*

Student: Rehearses and performs dance studies. Fills out performance rubric page.

Embedded Assessment: Criteria-based self-assessment performance rubric

6. **Leads discussion and reflection.** Prompts: What are some of the word choices you heard in the poems? Can you demonstrate a movement choice you thought was particularly effective in communicating sharp or smooth energy? Where do we see sharp or smooth energy used in our daily lives?

<u>Student</u>: Reflects on performances and uses of energy qualities in activities done frequently during school or at home.

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
Arts Infused - Dance & Writing: action describe express	Performances: Broadway Center for the Performing Arts, Tacoma, WA:	AEL 1.1 concepts: energy qualities – smooth & sharp AEL 1.2: skills and techniques: creating choreography AEL 2.1 applies creative process: performance AEL 2.2 artistic process: creates performs, responds AEL 3.1 communicates ideas
fluid illustrate	World Series of Dance, Seattle, WA:	AEL 4.2 makes connections: dance, reading writing
<u>Arts</u> - Dance: bloogle	Pacific Northwest Ballet, Seattle, WA:	WEL word choice: uses style appropriate to audience and purpose
choreography energy qualities: general space legato percussive	Performance Materials: drum bloogle or recorder Word of the Day sign markers	Arts State Frameworks Grade 3: creates and performs smooth and sharp movements (energy) Writing State Frameworks
robotic self space shape sharp/stopped, smooth/flowing staccato	cinquain format poster student cinquain format pages large sheets of paper student rubric assessment pages Music: Eric Chappelle, # 18 "Potpourri" & 16 "Energy" from Music for Creative Dance, IV	Grade 1: builds a rich vocabulary through listening, talking, writing and activities; uses classroom resources (e.g. word walls, other student/teachergenerated resources) Grade 2: uses word choice to show emotion and interest (in writing) Grade 3: selects specific words
Writing: adjective Cinquain gerund verb		Grade 4: uses precise words (e.g. vivid verbs)

Cinquain Format, Word Wall or Poster DANCE ARTS LESSON - Sharp & Smooth Energy Qualities Line 1: subject or noun (shape) Line 2: adjective adjective (self-space) (self-space) Line 3: verb/gerund <u>verb/gerund</u> verb/gerund (general space) (general space) (general space) Line 4: four word phrase or a complete sentence (dancers' choice) repeat noun from line 1, or a synonym, or a word that sums it up Line 5: (shape) **Cinquain Format** DANCE ARTS LESSON – Sharp & Smooth Energy Qualities Names of group members: Line 1: subject or noun (shape) Line 2: adjective adjective (self-space) (self-space) Line 3: verb/gerund verb/gerund verb/gerund (general space) (general space) (general space) Line 4: four word phrase or a complete sentence (dancers' choice)

(shape)

repeat noun from line 1, or a synonym, or a word that sums it up

Line 5:

ARTS IMPACT INSTITUTE LESSON PLAN - Core Program Year 2 Art-Infused

DANCE LESSON - Sharp & Smooth Energy Qualities

ASSESSMENT RUBRIC – Group: Circle your performance level

Sharp and Smooth	4	3	2	1
Energy Qualities				
Dances the complete sequence of movements from beginning to end, without stops	Group performed from beginning to end without stopping	Group had to stop one or two times	Group had to stop many times	Group couldn't remember our choreography
Clearly expresses the energy quality of smooth/fluid or sharp/ stopped	Smooth energy or sharp energy is distinct in choreography, rehearsal, and performance	Smooth energy is fluid or sharp energy is stopped in choreography and rehearsal, but not in performance	Specific energy quality is not sustained throughout choreography	It is not clear which quality of energy is intended, sharp or smooth

ASSESSMENT WORKSHEET

Students	Energy Q	ualities	Cre	ating	Perfori	nance	Total
	DANCE	DANCE	WRITING	DANCE	DANCE	DANCE	points
	Performs	Performs	Writes a	Choreographs	Dances the	Clearly	12
	movement of a	movement of	cinquain	movements	complete	expresses	
	specific energy	a specific	using	that visibly	sequence of	the energy	
	quality:	energy	adjectives	demonstrate	movements	quality of	
	smooth/	quality:	and verbs	the smooth or	from	smooth/fluid	
	ongoing/	sharp/		sharp quality	beginning to	or sharp/	
	flowing	stopped		of the poem	end, without	stopped	
					stops. (1 – 4)	(1-4)	
1.					(= -)		
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
Total							
Percentage							1

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

Self-Reflection: What movement strategies are you using to help you to be clear?

Peer to Peer: What movement strategies did you use to distinguish distinct qualities of sharp and smooth?

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

Lesson	Logistic	S:			
Which c	lassroom	management	techniques	supported	learning?

TTTTCTT CIG	server management teeriniques supported learning.		
Teacher:		Date:	

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DANCE LESSON - Sharp & Smooth Energy Qualities

ASSESSMENT RUBRIC – Group: Circle your performance level

Sharp and Smooth Energy Qualities	4	3	2	1
Dances the complete sequence of movements from beginning to end, without stops	Group performed from beginning to end without stopping	Group had to stop one or two times	Group had to stop many times	Group couldn't remember our choreography
Clearly expresses the energy quality of smooth/fluid or sharp/ stopped	Smooth energy or sharp energy is distinct in choreography, rehearsal, and performance	Smooth energy is fluid or sharp energy is stopped in choreography and rehearsal, but not in performance	Specific energy quality is not sustained throughout choreography	It is not clear which quality of energy is intended, sharp or smooth

SELF-ASSESSMENT WORKSHEET

Student Name:	Energy Qu	alities	C	Creating	Perforn	nance	Total
	DANCE	DANCE	WRITING	DANCE	DANCE	DANCE	point
	Performs	Performs	Writes a	Choreographs	Dances the	Clearly	12
	movement of a	movement	cinquain	movements that	complete	expresses the	
	specific energy	of a specific	using	visibly demonstrate	sequence of	energy quality	
	quality:	energy	adjectives	the smooth or	movements from	of smooth/fluid	
	smooth/	quality:	and verbs	sharp quality	beginning to end,	or sharp/	
	ongoing/	sharp/		of the poem	without stops.	stopped	
	flowing	stopped			(1 - 4)	(1-4)	

Criteria-based Reflection Questions:

Self-Reflection: What movement strategies are you using to help you to be clear?

Peer to Peer: What movement strategies did you use to distinguish distinct qualities of sharp and smooth?

Thoughts about Learning:

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

Lesson Logistics:

Which classroom management techniques supported learning?

reacher: Date:	Teacher:		Date:
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ARTS IMPACT FAMILY LETTER

DANCE LESSON - Sharp & Smooth Energy Qualities

Dear Family:

Today your child participated in a dance lesson.

- We danced with 2 specific types of energy qualities: smooth/on-going/flowing or sharp/stopped movements
- We wrote cinquains, a type of poem with 5 lines. We made **Word Choices** with **adjectives** and **verbs** that described movements that were either sharp or smooth in quality.
- We then choreographed or made up dances that used various movement choices to visibly demonstrate the smooth or sharp quality of the words in the poem. We learned a dancer or movement artist's job is to move clearly to communicate the movement energy.

You could discuss where we see sharp or smooth energy used in our daily lives.

Enduring Understanding

Movements with clear qualities of energy can add expression in dance.