

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

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

Arts-Infused Disciplines: Dance/Writing

Arts-Infused Concept: 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 specific energy quality: smooth/on-going/flowing or sharp/stopped.

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

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

**Target:** Performs choreography without interruption.

**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:*

Tactile: (standing) 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. *Prompt: Use smooth, on-going, fluid movements as you expand and shrink.*

Head-Tail: 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.*

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

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

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

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

Swing: Swing upper body up and down several times. *Prompt: Use smooth pendulum motions.*

Cross-Lateral: 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.*

Spin and Jump: 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?*

Student: 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 Music for Creative Dance, Vol. IV. Prompts: A dancer/movement artist's job is to move clearly to communicate the movement energy. 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.



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

**Cinquain Format, Word Wall or Poster**

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

- Line 1: subject or noun  
(shape)
- Line 2: adjective (self-space)                      adjective  
(self-space)
- Line 3: verb/gerund (general space)                      verb/gerund (general space)                      verb/gerund  
(general space)
- Line 4: four word phrase or a complete sentence  
(dancers' choice)
- Line 5: repeat noun from line 1, or a synonym, or a word that sums it up  
(shape)
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**Cinquain Format**

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

**Names of group members:**

- Line 1: subject or noun  
(shape)
- \_\_\_\_\_
- Line 2: adjective (self-space)                      adjective  
(self-space)
- \_\_\_\_\_
- Line 3: verb/gerund (general space)                      verb/gerund (general space)                      verb/gerund  
(general space)
- \_\_\_\_\_
- Line 4: four word phrase or a complete sentence  
(dancers' choice)
- \_\_\_\_\_
- Line 5: repeat noun from line 1, or a synonym, or a word that sums it up  
(shape)
- \_\_\_\_\_

# 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 Energy Qualities	4	3	2	1
<i>Dances the complete sequence of movements from beginning to end, without stops</i>	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
<i>Clearly expresses the energy quality of smooth/fluid or sharp/stopped</i>	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 Qualities		Creating		Performance		Total points 12
	<b>DANCE</b> Performs movement of a specific energy quality: smooth/ongoing/flowing	<b>DANCE</b> Performs movement of a specific energy quality: sharp/stopped	<b>WRITING</b> Writes a cinquain using adjectives and verbs	<b>DANCE</b> Choreographs movements that visibly demonstrate the smooth or sharp quality of the poem	<b>DANCE</b> Dances the complete sequence of movements from beginning to end, without stops. (1-4)	<b>DANCE</b> Clearly expresses the energy quality of smooth/fluid or sharp/stopped (1-4)	
1.							
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18.							
19.							
20.							
Total							
Percentage							

**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?*

**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: \_\_\_\_\_

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### ASSESSMENT RUBRIC – Group: Circle your performance level

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<i>Clearly expresses the energy quality of smooth/fluid or sharp/stopped</i>	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 Qualities		Creating		Performance		Total point 12
	DANCE Performs movement of a specific energy quality: smooth/ongoing/flowing	DANCE Performs movement of a specific energy quality: sharp/stopped	WRITING Writes a cinquain using adjectives and verbs	DANCE Choreographs movements that visibly demonstrate the smooth or sharp quality of the poem	DANCE Dances the complete sequence of movements from beginning to end, without stops. (1 – 4)	DANCE Clearly expresses the energy quality of smooth/fluid or sharp/stopped (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?*

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

## **ARTS IMPACT FAMILY LETTER**

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

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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.