

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

FIRST GRADE—LESSON ONE: Verbs: More Dancing Actions

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Grade Level: 1st

Examples:

Enduring Understanding

Movements and verbs communicate action.

Target: Moves in self-space and general space and makes shapes.

Criteria: Performs non-locomotor actions on one spot, locomotor actions through the room, and freezes in a statue-like form using the whole body.

Target: Performs a verb dance.

Criteria: Dances action words in this sequence: first general space movement, first self-space movement, second general space movement, and second self-space movement. Freezes in the same shape at the beginning and the end of the dance.

GENERATE IDEAS

- Gather Information
- From WHAT you know
 - From WHO you know
 - Brainstorm

CONSTRUCT MEANING

- Create drafts
- Organize ideas
- Make a choice

SELF-REFLECT

- Check in with self
- Check in with others
- Refine work

Teaching and Learning Strategies

1. Prepares students for exploring the language of dance and literacy.

Displays lesson criteria. *Prompts:* *We are about to begin a great adventure. We'll be learning the language of dance and also exploring how writers use language. So we'll be dancers and writers at the same time. Every time we dance, you'll learn new dance words that dancers use to make their dances, and also words that will make you a better writer. We'll put our ideas together, organize them into dances, and then talk about what we have created. Today, we will learn the dance words: self-space, general space, and shape. We'll make a list of action words and create a verb dance.*

Student: Considers the dance and writing exploration to come.

2. Readies students for dancing by creating agreements/rules for dance behavior.

Prompts: *Before we begin dancing, I have a question for you. How can you be creative and safe at the same time?* Charts student responses for classroom dance behaviors.

Student: Contributes to group agreements.

3. Leads students in **BrainDance** warm-up. (Originally developed by Anne Green Gilbert, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).

Music: "Language of Dance BrainDance K/1" #1, *Writing Dances*. *Prompts:* *The BrainDance is designed to warm up your body and make your brain work better at the same time. Shape is an important dance word that we will use in the BrainDance. At the end of the BrainDance, I'll ask you where we made shapes in our*

warm-up. **Leads the dance using the following sequence of movement patterns:**

Breath: Inhales and exhales. Repeats. *Prompts:* *Your muscles and your brain need oxygen, so **slowly** inhale through your nose and **slowly** exhale through your mouth.*

Tactile: Brushes arms and legs. Taps body lightly from head to toe. *Prompts:* **Slowly** brush your arms. **Slowly** brush your legs. **Quickly** tap from the top of your head all the way to your toes.

Core-Distal: Gradually increases the size of the body, growing from the center of the body into a big shape and then shrinking back into a small shape. Repeats. *Prompts:* **Smoothly** grow into a **big** shape. **Smoothly** shrink into a **small** shape. **Smoothly** grow into a **big** shape. **Smoothly** shrink into a **small** shape. **Sharp, big** shape. **Sharp, small** shape. **Sharp, big** shape. **Sharp, small** shape.

Head-Tail: Curls the body forward from head to tailbone. Curls it backwards. Repeats. Curves from side-to-side several times. *Prompts:* **Smoothly** curl forwards and backwards and forwards and backwards. **Smoothly** curve from side to side.

Upper Half and Lower Half: Stabilizes the lower half of the body and only the top half dances. *Prompts:* *The top half of your body is in motion, while the lower half is frozen. Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.* Stabilizes the upper half of the body. Only the lower half dances, staying in one spot. *Prompts:* *The lower half of your body is in motion, while the upper half is frozen. Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.*

Body-Half Right and Left: Stabilizes the left side of the body and only the right side dances. Repeats on the opposite side. *Prompts:* *Your left side is frozen and only the right side dances. Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.* Now the right side is frozen and the left half dances. *Move **big**. Move **small**. Move **high**. Move **low**. Move **fast**. Move **slowly**.*

Eye-Tracking: Follows the thumb with the eyes from side to side and up and down. *Prompts:* *Keep your eyes on your right thumb. **Smoothly** move it from one side to the other. Watch your left thumb as you **smoothly** move it from side to side. Watch your right thumb as you **smoothly** move it up and down. Watch your left thumb as you **smoothly** move it up and down.*

Cross-Lateral: Reaches across the body with one hand and then the other, on high and low levels. *Prompts:* *Use your hands to draw lines crossing in front of your body. Reach across up **high**, up **high**, down **low**, down **low**. Up **high**, up **high**, down **low**, down **low**. Up **high**, up **high**, down **low**, down **low**.*

Spin/Vestibular: Turns clockwise. Stops and freezes in a shape. Turns counterclockwise. Stops and freezes in a shape. Repeats. *Prompts:* *Glue your arms to your sides. **Slow** turn. **High** shape. **Slow** turn. **Low** shape. **Fast** turn. **High** shape. **Fast** turn. **Low** shape. Inhale. Exhale.*

Prompts: *What shapes did you make in the BrainDance?*

Student: Participates in warm-up according to teacher prompts.

Embedded Assessment: Criteria-based teacher checklist—room scan

4. Introduces the dance concepts of self-space, general space, and shape. Uses verbs to describe the movements.

- a. **Demonstrates the concepts.** Displays the dance word signs for the concepts. *Prompts:* *When dancers dance in **self-space**, they stay in one spot. When you did the BrainDance you stayed in one spot, so you did the BrainDance in self-space. **LET'S GENERATE IDEAS!** What movements could we do in the self-space (e.g. bend, stretch)? Those are verbs or action words. Dancers use verbs to tell you the actions they do in their dances. When dancers dance in **general space**, they travel. They dance in the empty space so they don't touch anyone or*

anything. What movements could we do in the general space (e.g. walk, hop)? Those are more great action words. When you are frozen, like a statue, you are in a **shape**, like the shapes you made in the BrainDance.

- b. **Directs Move and Freeze** with self-space, general space, and shapes. Plays the two percussion instruments, one for each type of space (e.g. self-space – shaker, general space – drum) and cues the students. *Prompts: When you hear the music you move, and when it stops, you freeze in a shape. Do a self-space movement, bending, to move in one spot.* Plays drum for a few seconds then stops playing. *Freeze in a shape. Do a general space movement, hopping, to travel through the empty space in the room.* Plays drum for a few seconds, then stops playing. *Freeze in a shape.* Repeats with other movements in general space (e.g. leap, tiptoe) and self-space (e.g. reach, wiggle). Refers to locomotor and non-locomotor movement chart for additional suggestions.

Student: Analyzes and explores the concepts as cued by teacher.

Embedded Assessment: Criteria-based teacher checklist—room scan

5. Brainstorms a list of verbs to dance in self-space and in general space. Displays photos of professional dancers. (Pacific Northwest Ballet: Jodie Thomas in Ronald Hynd’s *Merry Widow*, Jordan Pacitti in Mark Morris’ *A Garden*, Paul Gibson in Kevin O’Day’s *soundaroun(d)ance*. UW World Series postcard: Alonzo King’s LINES Ballet.)

Prompts: Here are some photos of dancers from Pacific Northwest Ballet and a postcard from a dance company that performed in the University of Washington’s World Series. Can you think of some action words to describe the actions the dancers are doing? **Charts student response**, with a column for self-space (non-locomotor) words and a column for general space (locomotor) words.

*Prompts: Let’s make a list of verbs or action words. We are **GENERATING IDEAS** for our dance. In one column, we’ll list verbs we can dance in self-space. Dancers call these non-locomotor movements. In the other column, we’ll list verbs we can dance in general space. Dancers call the movements you do in general space locomotor movements. I’ll write down the verbs that you used to describe the dancers’ actions. What other verbs could we do?* (Hint: Four to eight words in each column will be enough.)

Student: Adds suggestions to verb lists.

Embedded Assessment: Criteria-based teacher checklist

6. Leads a body brainstorm movement exploration of verbs. Calls out general space and self-space words from the verb list. Plays the shaker and/or drum for students to dance each word and cues students to freeze by stopping the sound. (Hint: If the list is very long, select the words you feel would generate the most interesting movements.) *Prompts: We did a brainstorm of words. Now we are going to do a brainstorm of movements to **GENERATE IDEAS** for our actions in the dance. Dancers call that a body brainstorm. I’ll call out a verb from either the self-space list or the general space list. When you hear the drum or shaker, dance that word using the right kind of space. When the sound stops, freeze in a shape and ask yourself, “Did my movement really show the meaning of the verb?”*

Student: Explores verbs as cued by teacher.

Embedded Assessment: Criteria-based teacher checklist; self-assessment

7. Guides students in the choreography of the Verb Dance.

- a. **Directs the selection of two self-space verbs and two general space verbs.** Writes the four selected verbs for the dance on the board, organizing the dance in the following sequence:
1. shape
 2. general space verb
 3. self-space verb
 4. general space verb
 5. self-space verb
 6. shape (same as the beginning shape)

- b. **Facilitates rehearsal.** Music: “Verb Dance” #2, *Writing Dances*. (Hint: The music includes verbal cues and gives you eight counts for each verb.) *Prompts: A choreographer is a person who creates a dance. We are going to be choreographers and create a verb dance. Our job is to choose which verbs we will have in our dance and organize them by putting them in order. We’ll be organizing our ideas and making decisions. By doing so we are CREATING MEANING as artists. Which general space verb should we do first? Which self-space action word will be next? Which general space word will follow? Which self-space word will come last? We’ll start and end in a shape. What should our shape be? We’ll all do the same shape at the beginning and the end of the dance. Let’s practice our movements.*

Student: Contributes ideas for choreography. Rehearses.

Embedded Assessment: Criteria-based teacher checklist

8. Leads students through a performance of the Verb Dance followed by a responding process. Asks half the class to perform the Verb Dance and half to be the audience, then they will switch roles. Discusses performer and audience behavior. *Prompts: Performers, what do you want from your audience? Audience, what do you want from your performers?* After the dance is performed, asks the following questions. *Prompts: Part of the artistic process is SELF-REFLECTION. Think about the dance that we made today, and then turn and talk with a partner. Describe the movements that you saw. How could you tell which movements were in self-space and which were in general space? Describe the shapes that you observed. What movements did you see repeated?*

Invites students to share their responses with the class.

Student: Performs and describes dances.

Embedded Assessment: Criteria-based teacher checklist; self and peer assessment

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts Infused:</u> Action words</p> <p><u>Reading/Writing:</u> Verbs Writer</p> <p><u>Arts:</u> Choreographer General space Self-space Shape</p>	<p>Performance: Pacific Northwest Ballet; Seattle, WA</p> <p>Performance Materials: <i>Lesson criteria chart</i> <i>CD player</i> Writing Dances <i>music CD</i> <i>Dance word signs: self-space, general space, shape</i> <i>Two percussion instruments (e.g. shaker and drum)</i> <i>Locomotor and non-locomotor movement chart</i> <i>Big papers or whiteboard and markers for charts</i> <i>Assessment checklist</i></p> <p>Dance Photographs: <i>Pacific Northwest Ballet:</i> <i>Jodie Thomas in Ronald Hynd's Merry Widow</i> <i>Jordan Pacitti in Mark Morris' A Garden</i> <i>Paul Gibson in Kevin O'Day's soundaroun(d)ance</i> <i>©Angela Sterling</i> (see CD for images)</p> <p><i>UW World Series postcard: Alonzo King's LINES Ballet</i></p>	<p>Arts State Grade Level Expectations AEL 1.1.1 concepts: <i>self and general space, shape</i> AEL 1.1.2 principles of organization: <i>creates and performs structured improvisations</i> AEL 1.2 skills and techniques: <i>demonstrates locomotor and non-locomotor movements</i> AEL 1.4 audience skills: <i>responding</i> AEL 2.1 creative process: <i>gathers information, organizes ideas, reflects</i> AEL 4.2: connection between dance and writing</p> <p>Writing State Grade Level Expectations 3.2.2 Uses a variety of words <i>Builds a rich vocabulary through talking, listening, and language activities: rich vocabulary, descriptive words</i> <i>Uses words from classroom resources (e.g. word walls, charts)</i></p>

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ASSESSMENT WORKSHEET

Disciplines Concept	ARTS			ARTS/WRITING		Total Points 5
	Self-Space	General Space	Shape	Verb Dance		
Students	Performs non-locomotor actions on one spot	Performs locomotor actions through the room	Freezes in a statue-like form using the whole body	Dances action words in this sequence: first general space movement, first self-space movement, second general space movement, and second self-space movement	Freezes in the same shape at the beginning and the end of the dance	
1.						
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24.						
25.						
26.						
27.						
28.						
Total						
Percentage						

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

Generating Ideas:

Constructing Meaning:

Self-Reflection:

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—ARTS-INFUSED LEARNING FAMILY LETTER

ARTS AND LITERACY

FIRST GRADE—LESSON ONE: Verbs: More Dancing Actions

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about learning the language of dance and also exploring how writers use language. We discovered how verbs describe the **actions** that dancers do.

- We did the **BrainDance** to warm-up our brains and our bodies.
- We learned and explored these dance concepts: **self-space** (dancing in one spot), **general space** (traveling), and **shape** (freezing like a statue).
- We generated ideas by brainstorming a list of verbs — **action words**.
- We organized our ideas and made choices to create **a verb dance**.
- We reflected upon our process of making a verb dance and what we learned about dance and about words.

You could make a list of some of the verbs you do at home. Ask you child to show you how you could dance a verb.

Enduring Understanding

Movements and verbs communicate action.