

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

## FOURTH GRADE—LESSON THREE: Rhythmical Syllables

Artist-Mentor – Debbie Gilbert

Grade Level: 4<sup>th</sup> grade

Reference: Whistlestop Dance Company: Debbie Gilbert, Joanne Petroff with Angie Bolton

Examples:

### Enduring Understanding

Combining long/slow and short/fast sounds or movements creates rhythm in dance and in language.

**Target:** Demonstrates rhythm.

**Criteria:** Performs patterns of long/slow and short/fast sounds or movements.

**Target:** Develops a rhythmical sound score.

**Criteria:** Selects a one syllable, a two syllable, a three syllable, and a four syllable word; puts them in order; repeats each four times.

#### 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

**Target:** Choreographs and responds to a Rhythmical Syllable Dance.

**Criteria:** Chooses a sound or movement for each word of the sound score; in writing, describes one shape or movement and explains how it shows the meaning of the word.

### Teaching and Learning Strategies

#### Day One (this lesson takes two class sessions)

1. **Prepares students for exploring rhythm.** Displays lesson criteria.

*Prompts:* *Writers use words to build rich vocabulary and communicate ideas.*

*Dancers use dance concepts to make their dances more interesting and communicate ideas. Today we are going to be dancing the concept of rhythm.*

*Rhythm: Make a fast or short movement with your hands. Make a slow or long movement with your hands. When you repeat a pattern of slow and fast sounds, you create a rhythm. Let's repeat this rhythm with a hand dance: fast, fast, fast, fast, slow, slow. We'll create a dance today using the rhythm of words.*

*Student:* Explores the dance concept briefly. Considers the connection between dance and writing.

2. **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 4/5" #14, *Writing Dances*.

Prompts: Rhythm is our dance word today. At the end of the BrainDance, I'll ask you where we used it.

**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: When and how did you use rhythm in the BrainDance?

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

Embedded Assessment: Criteria-based teacher checklist—room scan

**3. Introduces the dance concepts of rhythm.**

- a. **Demonstrates the concept of rhythm.** Displays the dance word sign for the concepts. Prompts: I'll use my arms to show you this rhythm, or pattern of fast and slow movements—slow, slow, fast, fast, slow. What's another rhythm I could do? We've **GENERATED MORE IDEAS!**
- b. **Directs Move and Freeze** with rhythm. Plays the drum and cues the students. Plays a variety of rhythms and cues students. Plays drum for a few seconds then stops playing Prompts: I'll

*play a rhythm on the drum. Put the rhythm in your bodies. Use different levels to make it more interesting.*

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

Embedded Assessment: Criteria-based teacher checklist—room scan

**4. Generates a word bank.** Guides students to select a theme. Displays a chart with four columns (one column each for one syllable words, two syllable words, three syllable words, and four syllable words.) Charts student response. (Hint: Keep the lists short, with two to five words in each column.)

Prompts: *Let's select a theme for our dance. We'll choose a theme we have been exploring in the classroom, because we will have plenty of prior knowledge about it. The next step is to **GENERATE IDEAS**. Our chart has four columns—one column each for one syllable words, two syllable words, three syllable words, and four syllable words. What are some one syllable words that relate to our theme?*

Repeats with two, three, and four syllable words.

Student: Contributes words to word bank.

Embedded Assessment: Criteria-based teacher checklist

**5. Leads students to clap the rhythm of the syllables of the words.** Guides students as they clap one syllable words which will be slow, like whole notes. (Note: The two syllable words will be equivalent to half notes. The three syllable words will be triplets. The four syllable words will be faster, like quarter notes.)

Prompts: *Let's clap the syllable of the words on our chart. Are you clapping one time for every syllable?*

Student: Claps the words from the word bank.

Embedded Assessment: Criteria-based teacher checklist—room scan; self assessment

**6. Guides creation of a Rhythmical Syllable Sound Score.**

- a. **Selects one word from each column. Puts them in order. Repeats each word four times.**

Prompts: *We are **CREATING MEANING** as writers, by choosing which words we will use in our sound score for our dance. Let's select one word from each column. Think about which words both show our theme and would make good dance shapes or movements. Let's put them in order. Which word should we say first? We'll repeat each word four times.*

- b. **Leads students as they chant the sound score.**

Prompts: *Let's all chant the words we have chosen. Our choices have become the sound score for the dance.*

Sample:

protagonist, protagonist, protagonist, protagonist  
beginning, beginning, beginning, beginning  
middle, middle, middle, middle  
end, end, end, end

Student: Selects words for the sound score. Chants the sound score.

Embedded Assessment: Criteria-based teacher checklist

**7. Facilitates choreography and rehearsal of the Rhythmical Syllable Dance.**

- a. **Guides students to choose movements or shapes for each word of the sound score.**

Prompts: *Now we will **CREATE MEANING** as dancers, by choosing which movements we will use in our dance. We will work together to choose a shape or movement for each word in the dance. Think about when you want to use a low level and when you want to use a high level. The rhythm of the words will help you make a rhythm in the movements.*

- b. **Leads a rehearsal of the dance.** (Hint: The chanting of the words can be the sole accompaniment for the dance, or you can use percussion instruments in addition to the words.)

*Prompts: We will practice our dance together. Say the words out loud as we do the dance.*

Student: Contributes ideas for the dance. Rehearses.

Embedded Assessment: Criteria-based teacher checklist

**8. Leads students through a performance of the Rhythmical Syllable Dance.** Asks half the class to perform the dance and half to be the audience, then they will switch roles. Reviews performer and audience behavior.

*Prompts: While the dance is being performed, the job of the audience will be to describe the movements and shapes they observed. How do shapes show the meaning of the words? How do movements show the meaning of the words? Our **REFLECTION** will make us better dancers and writers.*

Student: Performs, observes, describes.

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

**9. Guides students in journal reflections.**

*Prompts: Pull out your Arts Impact journals, and write our dance concept for the day. **Journals are a great way to check in with yourself.** Choose one shape or movement from our Rhythmical Syllable Dance. Describe the shape or movement and explain how it shows the meaning of the word.*

Student: Reflects in writing.

Embedded Assessment: Criteria-based teacher checklist; written reflection

## Day Two

**1. Leads students in BrainDance warm-up.**

Music: "Language of Dance BrainDance 4/5" #14, *Writing Dances*.

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

Embedded Assessment: Criteria-based room scan

**2. Guides students in writing, choreographing, and rehearsing rhythmic syllable dances in small groups.** Asks students to get their Arts Impact journals and a pencil.

*Prompts: You will be **GENERATING IDEAS** and then **CONSTRUCTING MEANING**. Here's your job:*

- *Select a theme.*
- *Generate a word bank of one, two, three, and four syllable words.*
- *Choose one word from each column.*
- *Put the words in order.*
- *Repeat each word four times.*
- *Choose movements or shapes for each word of the sound score.*
- *Practice.*

Student: Writes a sound score. Choreographs the dance. Rehearses.

Embedded Assessment: Criteria-based teacher checklist

**3. Leads students through a performance of the Rhythmical Syllable Dance.** Asks each group to perform, and the audience to respond. Reviews performer and audience behavior.

*Prompts: After the dance has been performed, the job of the audience members will be to describe the movements and shapes they observed. How do they show the meaning of the words? Again, **REFLECTING** makes us better dancers and writers.*

Student: Performs, observes, describes.

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

**4. Guides students in journal reflections.**

*Prompts: Pull out your Arts Impact journals, and write our dance concept for the day. **Journals are a great way to check in with yourself.** Choose one shape or movement from your group’s Rhythmical Syllable Dance. Describe the shape or movement and explain how it shows the meaning of the word.*

Student: Reflects in writing.

Embedded Assessment: Criteria-based teacher checklist; written reflection

Concept for this lesson originally developed by the Whistlestop Dance Company

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts Infused:</u> Sound score</p> <p><u>Reading/Writing:</u> Syllable</p> <p><u>Arts:</u> Rhythm Level</p>	<p><b>Performance:</b> Pacific Northwest Ballet; Seattle, WA World Series of Dance; Seattle, WA</p> <p><b>Art Materials or Performance Materials:</b> Lesson criteria chart CD player <i>Writing Dances</i> music CD Dance word sign: rhythm Drum Big papers or whiteboard and markers for charts Assessment checklist Student journals and pencils</p>	<p><b>Arts State Grade Level Expectations</b> AEL 1.1.1 concepts: <i>rhythmic patterns</i> AEL 1.1.2 principles of organization: <i>creates and performs structured improvisations</i> AEL 1.2 skills and techniques: <i>performs dance from memory</i> AEL 1.4 audience skills: <i>responding</i> AEL 2.1 creative process: <i>gathers information, organizes ideas, reflects</i> AEL 4.2: <i>connection between dance and writing</i></p> <p><b>Writing State Grade Level Expectations</b> 3.2.2 Selects specific words and specialized vocabulary</p>

# ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

## FOURTH GRADE—LESSON THREE: Rhythmical Syllables

### ASSESSMENT WORKSHEET

Disciplines Concept	ARTS	WRITING			ARTS AND WRITING		Total Points 6
	Rhythm	Rhythmical sound score			Rhythmical Syllable Dance		
Students	Performs patterns of long/slow and short/fast sounds or movements	Selects a one syllable, a two syllable, a three syllable, and a four syllable word	Puts them in order	Repeats each word four times	Choreography	Response	
					Chooses a sound or movement for each word of the sound score	In writing, describes one shape or movement and explains how it shows the meaning of the word	
1.							
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23.							
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 LESSON**  
**FOURTH GRADE—LESSON THREE: Rhythmical Syllables**

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about how writers use words to build rich vocabulary. We learned how dancers use dance concepts to make their dances more interesting.

- We did the **BrainDance** to warm-up our brains and our bodies.
- We learned and explored this dance concept: **rhythm**.
- We generated ideas by selecting a theme and brainstorming a list of one, two, three, and four **syllable** words that relate to the theme.
- We created meaning by using our one, two, three, and four syllable words to make a **Rhythmical Sound Score**.
- We made choices about which movements to perform for our Rhythmical Syllable Dance to match the words in the sound score.
- We **reflected** upon our process by choosing one word from the Rhythmical Syllable Dance, describing the shape or movement, and explaining how it showed the meaning of the word.

You could look for one, two, three, and four syllable words at home. Say them and listen to the rhythm of the words. Ask your child to show you the Rhythmical Syllable Dance.

**Enduring Understanding**

Combining long/slow and short/fast sounds or movements creates rhythm in dance and in language.