

## ARTS IMPACT LESSON PLAN

### Dance and Writing Infused Lesson

#### Lesson One: *Verbs – More Dancing Actions*

Author: Debbie Gilbert      Grade Level: First

#### Enduring Understanding

Movements and verbs communicate action.

#### Lesson Description (Use for family communication and displaying student art)

*Students learn and explore these dance concepts: self-space (dancing in one spot), general space (traveling), and shape (freezing like a statue). They generate ideas by brainstorming a list of verbs – action words. They organize their ideas and make choices to create and perform a Verb Dance, by choosing four verbs and putting them in order, with a shape at the beginning and the end of the dance. Finally, they reflect by using words to describe the dance.*

### Learning Targets and Assessment Criteria

**Target:** Moves in self-space and general space.

**Criteria:** Performs non-locomotor actions in one spot, locomotor actions through the room.

**Target:** Makes shapes.

**Criteria:** 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.

#### Vocabulary

Arts Infused:

Action words

Reading/Writing:

Verbs

Writer

Arts:

Choreographer

General space

Self-space

Shape

#### Materials

##### Museum Artworks or Performance

Seattle, WA

Pacific Northwest Ballet

UW World Series of Dance

Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

*Writing Dances* CD by Debbie Gilbert;  
CD player; Two percussion instruments  
(e.g. shaker and drum); White board or  
chart paper & markers; Pencils

*continued*

#### Learning Standards

##### WA Arts State Grade Level Expectations

*For the full description of each WA State Arts Grade Level Expectation, see:*

<http://www.k12.wa.us/Arts/Standards>

1.1.1 Elements: Shape, Space

1.1.4 Principles of Choreography: Form

1.2.1 Skills and Techniques: Locomotor and Non-locomotor Movements

1.4.1 Audience Skills

2.1.1 Creative Process

2.2.1 Performance Process

2.3.1 Responding Process

4.2.1 Connection between Dance and Writing

##### Early Learning Guidelines (Pre-K – Grade 3)

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body.

(Age 4-5) 5. Communicating (literacy): Speaking and listening: use words to describe actions.

(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination.

*continued*

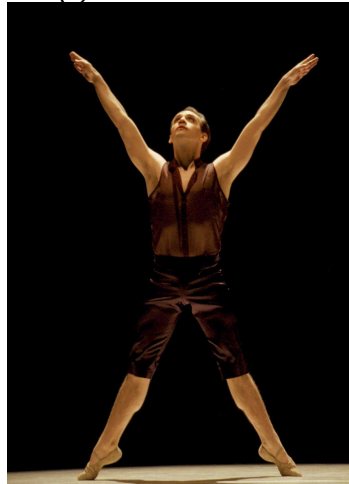
Pacific Northwest Ballet images:  
Jodie Thomas in Ronald Hynd's *Merry Widow*



Jordan Pacitti in Mark Morris' *A Garden*



Paul Gibson in Kevin O'Day's  
*soundaroun(d)dance*



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### Common Core State Standards in ELA

For a full description of CCSS ELA Standards by grade level see:


<http://www.k12.wa.us/CoreStandards/ELAstandards/>

L.1.5c. Identify real-life connections between words and their use.

L.1.5d. Distinguish shades of meaning among verbs differing in manner by choosing them or by acting out the meanings.

### ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

| GENERATE IDEAS  | CONSTRUCT MEANING  | SELF-REFLECT  |
|---|--|---|
| <p>Gather Information</p> <ul style="list-style-type: none"><li>• From WHAT you know</li><li>• From WHO you know</li><li>• Brainstorm</li></ul> | <ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul> | <ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul> |

### Pre-Teach

This lesson is the first lesson in a series of three writing infused lessons.

### Lesson Steps Outline

1. Prepare students for exploring the language of dance and literacy. Display lesson criteria.
2. Ready students for dancing by creating agreements/rules for dance behavior. Chart student responses.
3. Lead students in *BrainDance* warm-up  
Music: "Language of Dance BrainDance K/1" #1, *Writing Dances* by Debbie Gilbert.
4. Introduce the dance concepts of self-space, general space, and shape. Display dance word signs for concepts. Demonstrate the concepts. Direct Move and Freeze. Use verbs to describe the movements.  
 Criteria-based teacher checklist: Performs non-locomotor actions in one spot, locomotor actions through the room, and freezes in a statue-like form using the whole body.
5. Brainstorm a list of verbs to dance in self-space and in general space. Display photos of professional dancers. Chart student response.
6. Lead a body brainstorm movement exploration of verbs. Call out general space and self-space words from the verb list. Play the shaker and/or drum for students to dance each word and cue students to freeze by stopping the sound.

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

**7.** Guide students in the choreography and rehearsal of the Verb Dance.

☑ Criteria-based teacher checklist: 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.

**8.** Lead students through a performance of the Verb Dance followed by a responding process. Ask half the class to perform the Verb Dance and half to be the audience, then they will switch roles. Discuss performer and audience behavior.

☑ Criteria-based teacher checklist, self and peer assessment: 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.

## LESSON STEPS

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### 1. Prepare students for exploring the language of dance and literacy. Display lesson criteria.

- *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.*
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### 2. Ready students for dancing by creating agreements/rules for dance behavior. Chart student responses.

- *Before we begin dancing, I have a question for you. How can you be creative and safe at the same time?*
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### 3. Lead students in **BrainDance** warm-up. (BrainDance originally developed by Anne Green Gilbert, [www.creativedance.org](http://www.creativedance.org), reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors.*)

Music: "Language of Dance BrainDance K/1" #1, *Writing Dances* by Debbie Gilbert.

- *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.*

#### **Breath**

- *Your muscles and your brain need oxygen, so slowly inhale through your nose and slowly exhale through your mouth.*

#### **Tactile**

- *Slowly brush your arms. Slowly brush your legs.*
- *Quickly tap from the top of your head all the way to your toes.*

#### **Core-Distal**

- *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**

- *Smoothly curl forwards and backwards and forwards and backwards.*

- *Smoothly curve from side to side.*

### **Upper Half and Lower Half**

- *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.*
- *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**

- *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**

- *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**

- *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. Up high, up high, down low, down low.*

### **Spin/Vestibular**


- *Glue your arms to your sides. Slow turn. High shape. Slow turn. Low shape. Fast turn. High shape. Fast turn. Low shape.*

### **Breath**

- *Inhale. Exhale.*
- *What shapes did you make in the BrainDance?*

## **4. Introduce the dance concepts of self-space, general space, and shape. Display dance word signs for concepts. Demonstrate the concepts. Direct Move and Freeze. Use verbs to describe the movements.**

### Mini-lesson

 When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a “0” where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later and give those who have met criteria a “1.” This information will let you know who needs more practice to guide your future instruction.

- *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. Notice when I make a shape, I am using my whole body – my arms, legs, head, and spine. My body is frozen; nothing is moving, except that I can breathe and blink.*

▣ Play two percussion instruments, one for each type of space (e.g. self-space – shaker, general space – drum) to cue the students.

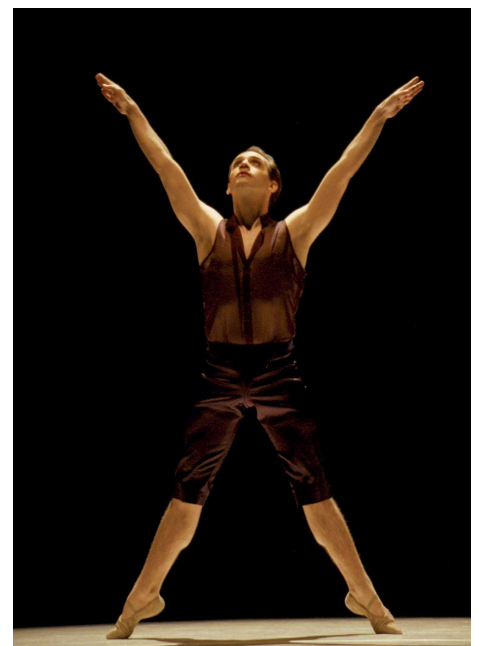
- *When you hear the music you move, and when it stops, you freeze in a shape.*
- *Do a self-space movement, bending, to move in one spot. Freeze in a shape.*
- *Do a general space movement, hopping, to travel through the empty space in the room. Freeze in a shape.*

▣ Repeat with other movements in general space (e.g. leap, tiptoe) and self-space (e.g. reach, wiggle). Refer to locomotor and non-locomotor movement chart for additional suggestions.

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

**5. Brainstorm a list of verbs to dance in self-space and in general space. Display photos of professional dancers. Chart student response.**

📖 Sharing professional work



▮ You may use these photos: 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)dance*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Here are some photos of dancers from Pacific Northwest Ballet. Can you think of some action words to describe the actions the dancers are doing?*

▮ When charting student response, make a column for self-space (non-locomotor) words and a column for general space (locomotor) words. Four to eight words in each column will be enough.)

- *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?*

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## **6. Lead a body brainstorm movement exploration of verbs. Call out general space and self-space words from the verb list. Play the shaker and/or drum for students to dance each word and cue students to freeze by stopping the sound.**

📖 Interpreting

▮ If the list is very long, select the words you feel would generate the most interesting movements.

- *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. Use your whole body!*
- *When the sound stops, freeze in a shape and ask yourself, "Did my movement really show the meaning of the verb?"*

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

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## **7. Guide students in the choreography and rehearsal of the Verb Dance.**

Music: "Verb Dance" #2, *Writing Dances* by Debbie Gilbert.

📖 Guided writing, interpreting

▮ The music includes verbal cues and gives you eight counts for each verb.

- *We are going to use the ideas we generated to create a verb dance.*
- *First, we'll choose two self-space verbs and two general space verbs.*



Write 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)

- *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 shape and movements.*

Criteria-based teacher checklist: 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.

**8. Lead students through a performance of the Verb Dance followed by a responding process. Ask half the class to perform the Verb Dance and half to be the audience, then they will switch roles. Discuss performer and audience behavior.**

Sharing, observing, turn and talk, responding

- *Performers, what do you want from your audience?*
- *Audience, what do you want from your performers?*

After the dance is performed, ask the following questions.

- *Part of the artistic process is self-reflection. Think about the dance that we made today, and then turn and talk with a partner and then we'll share our discoveries.*
- *Describe the movements that you saw and performed. 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?*

Criteria-based teacher checklist, self and peer assessment: 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.

**ARTS IMPACT LESSON PLAN Dance and Writing Infusion**

First Grade Lesson One: *Verbs – More Dancing Actions*

**CLASS ASSESSMENT WORKSHEET**

| Disciplines  | DANCE                                       |  |   | DANCE/WRITING   |  | Total<br>5   |
|--------------|---|--|---|---|--|--|
| Concept      | Self-Space                                  | General Space                                | Shape   | Verbs Dance   |  |  |
| Criteria     | Performs non-locomotor actions in 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. |
| Student Name |   |  |   |   |  |  |
| 1.           |   |  |   |   |  |  |
| 2.           |   |  |   |   |  |  |
| 3.           |   |  |   |   |  |  |
| 4.           |   |  |   |   |  |  |
| 5.           |   |  |   |   |  |  |
| 6.           |   |  |   |   |  |  |
| 7.           |   |  |   |   |  |  |
| 8.           |   |  |   |   |  |  |
| 9.           |   |  |   |   |  |  |
| 10.          |   |  |   |   |  |  |
| 11.          |   |  |   |   |  |  |
| 12.          |   |  |   |   |  |  |
| 13.          |   |  |   |   |  |  |
| 14.          |   |  |   |   |  |  |
| 15.          |   |  |   |   |  |  |
| 16.          |   |  |   |   |  |  |
| 17.          |   |  |   |   |  |  |
| 18.          |   |  |   |   |  |  |
| 19.          |   |  |   |   |  |  |
| 20.          |   |  |   |   |  |  |
| 21.          |   |  |   |   |  |  |
| 22.          |   |  |   |   |  |  |
| 23.          |   |  |   |   |  |  |
| 24.          |   |  |   |   |  |  |
| 25.          |   |  |   |   |  |  |
| 26.          |   |  |   |   |  |  |
| 27.          |   |  |   |   |  |  |
| 28.          |   |  |   |   |  |  |
| 29.          |   |  |   |   |  |  |
| 30.          |   |  |   |   |  |  |
| Total        |   |  |   |   |  |  |
| Percentage   |   |  |   |   |  |  |

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between dance and writing?*

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

**ARTS AND WRITING LESSON: *Verbs – More Dancing Actions***

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Dear Family:

Today your child participated in an **Arts and Writing** 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 your child to show you how you could dance a verb.

**Enduring Understanding**

Movements and verbs communicate action.