

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Two: *Dancing Opposites (Level, Tempo)*

Author: Debbie Gilbert Grade Level: First

Enduring Understanding

Using opposite words in text parallels contrasting movements in dance.

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

Students discuss words and movements that are opposites. Students learn and explore these dance concepts: high and low levels, and fast and slow tempos. Students generate ideas by exploring movements with contrasting levels and tempos. Next, they organize their ideas and make movement choices to create an Opposites Dance, repeating movements in this pattern: high, low, fast, slow. Finally, they perform for each other and reflect on the dance by describing the shapes and movements they observed. They suggest more words that are opposites.

Learning Targets and Assessment Criteria

Target: Moves with different levels, and tempos.

Criteria: Performs high and low shapes and/or movement and fast and slow movements.

Target: Understands opposites.

Criteria: Demonstrates contrasting movements that show the meaning of opposite word pairs.

Target: Choreographs and performs an Opposites Dance.

Criteria: Chooses and dances movements that correspond to the meaning of each word in this sequence: high, low, fast, slow. Freezes in a shape at the beginning and the end of the dance.

Vocabulary

Arts Infused:
Opposites

Reading/Writing:
Opposites
Writer

Arts:
Choreographer
Fast & slow tempos
High & low levels
Sequence
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; Drum/percussion instrument;
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: Space, Shape, Level

1.1.2 Elements: Time

1.1.4 Principles of Choreography: Contrast

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; dance in various musical tempos.

continued

Pacific Northwest Ballet images:
Patricia Barker in George Balanchine's
Jewels



Victor Quijada's *Suspension of Disbelief*



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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">• From WHAT you know• From WHO you know• Brainstorm	<ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice	<ul style="list-style-type: none">• Check in with self• Check in with others• Refine work

Pre-Teach

This is the second writing infused lesson in a series of three. The first infused lesson, ***Verbs – More Dancing Actions***, should be taught before this lesson.

Lesson Steps Outline

1. Prepare students for exploring level and tempo using opposites. Display lesson criteria and dance photos.

2. Lead students in *BrainDance* warm-up

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

3. Introduce the dance concepts of high and low level, fast and slow time or tempo. Demonstrate the concepts. Display the dance word signs for the concepts. Direct Move and Freeze in self and general space with high and low, fast and slow. Play the drum and cue the students.

Criteria-based teacher checklist: Performs high and low shapes and/or movement and fast and slow movements.

4. Guide students in an exploration of a movement sequence of the dance concepts: high, low, fast, slow. Play music for listening and ask students to pair-share to generate ideas. Lead students in a body brainstorm of the Opposite Levels and Tempos Dance.

Music: "Opposite Levels and Tempos Dance" #4, *Writing Dances* by Debbie Gilbert.

Criteria-based teacher checklist, self-assessment: Demonstrates contrasting movements that show the meaning of opposite word pairs.

5. Direct students in the choreography and rehearsal of the Opposite Levels and Tempos Dance. Facilitate the selection of movements for the sequence: high, low, fast, slow. Use the verb list from Lesson One (Verbs – More Dancing Actions) for ideas for movements. Chart the movements chosen for the dance.

Music: "Opposite Levels and Tempos Dance" #4, *Writing Dances*.

Criteria-based process assessment: Chooses and dances movements that correspond to the meaning of each word in this sequence: high, low, fast, slow. Freezes in a shape at the beginning and the end of the dance.

6. Leads students through a performance of the Opposite Levels and Tempos Dance followed by a responding process. Ask half the class to perform the dance and half to be the audience, then they will switch roles. Review performer and audience behavior.

Criteria-based teacher checklist, self and peer assessment: Chooses and dances movements that correspond to the meaning of each word in this sequence: high, low, fast, slow. Freezes in a shape at the beginning and the end of the dance.

LESSON STEPS

1. Prepare students for exploring level and tempo using opposites. Display lesson criteria and dance photos.

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: Patricia Barker in George Balanchine's *Jewels*, Jonathan Porretta in Victor Quijada's *Suspension of Disbelief*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Today we are going to be dancing opposites: high and low levels, fast and slow speeds or tempos.*
- *Make a high shape with your hands. Make a low shape with your hands.*
- *Make a fast movement with your hands. Make a slow movement with your hands.*
- *Writers use opposites to build rich vocabulary. Dancers use opposites to make their dances more interesting.*
- *Here are photographs of Pacific Northwest Ballet dancers making shapes. Which one is a high shape? Why? Which one is a low shape? Why?*

2. Lead students in *BrainDance* warm-up. (BrainDance originally developed by Anne Green Gilbert, 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 has all our dance words for today: high and low, fast and slow. At the end of the BrainDance, I'll ask you where we did them in the BrainDance.*

Breath

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

ARTS IMPACT DANCE AND WRITING INFUSION – First Grade Lesson Two: *Dancing Opposites (Level, Tempo)*

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.*
- *Where did we do high and low, fast and slow in the BrainDance today?*

3. Introduce the dance concepts of high and low level, fast and slow time or tempo. Demonstrate the concepts. Display the dance word signs for the concepts. Direct Move and Freeze in self and general space with high and low, fast and slow. Play the drum and cue the students.

 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.

- *I am making a high shape. I am reaching way up above my shoulders.*
- *I am making a low shape. I am down close to the floor. I won't just lie down flat on the floor. I can make it more interesting. I might have two feet and two hands on the ground, or two hands and one foot on the ground.*
- *Let's generate ideas! What high movements could we do? What low movements could we do?*

▣ Repeat the same process to introduce fast and slow: demonstrating the concept, describing the concept, and asking for student suggestions. Ask students to think of how they can do fast time safely.

- *Let's do Move and Freeze. When you hear the music you move, and when it stops, you freeze in a shape. Let's start in self-space, which means staying in one spot. Do a high dance. When the drum stops, freeze in a shape. Do a low dance. Freeze.*

▣ Repeat with fast and slow in self-space.

- *Let's do our dance words in general space, which means you can travel. Look for the empty spaces to move in.*

▣ Cue students to move in general space with one concept at a time: high and low, fast and slow. To ensure safe movement when students are moving at a fast speed in general space, you could choose to drum for only a second at a time, or only do fast in self-space and not general space.

Criteria-based teacher checklist: Performs high and low shapes and/or movement and fast and slow movements.

4. Guide students in an exploration of a movement sequence of the dance concepts: high, low, fast, slow. Play music for listening and ask students to pair-share to generate ideas. Lead students in a body brainstorm of the Opposite Levels and Tempos Dance.

Music: “Opposite Levels and Tempos Dance” #4, *Writing Dances* by Debbie Gilbert.

 Turn and talk

- *I am going to play the music for our opposites dance. It will start with a shape and then go through this sequence: high, low, fast, slow. The sequence will happen three times and then there will be an ending shape.*
- *As you listen, think about the movements you might choose for the dance. You'll be generating ideas!*

- *Turn and talk with a partner. What movements would you like to show in your dance?*
- *I am going to play the music and you can dance along this time. This will be your chance to try out some of your ideas.*
- *I am going to make two requirements: 1. Dance without touching. 2. Do the fast movements in self-space so that we will all be safe.*
- *When the sequence is done, ask yourself, what high movements did you do? What low movements did you do? What fast movements did you do? What slow movements did you do?*

Criteria-based teacher checklist, self-assessment: Demonstrates contrasting movements that show the meaning of opposite word pairs.

5. Direct students in the choreography and rehearsal of the Opposite Levels and Tempos Dance. Facilitate the selection of movements for the sequence: high, low, fast, slow. Use the verb list from Lesson One (Verbs – More Dancing Actions) for ideas for movements. Chart the movements chosen for the dance.

Music: "Opposite Levels and Tempos Dance" #4, *Writing Dances*.

 Guided writing, interpreting

 You can chart the sequence using the following format:

1. shape: _____
2. high: _____
3. low: _____
4. fast: _____
5. slow: _____
6. shape: _____

- *We are going to be choreographers again. We'll be organizing our ideas by putting them in order, and making choices about which movements to do. By doing so we are creating meaning as artists.*
- *What kind of shape should we make for the beginning of the dance? Let's practice the shape.*
- *What should our high movement be? Let's try that movement.*

 Repeat the process of selecting a movement and practicing it with low, fast, slow, and ending shape. Encourage students to use their whole bodies when moving and to hold their shapes very still.

- *Let's practice the entire sequence with music.*

 Optional: after creating a full class dance, small groups could create Opposites Dances.

Criteria-based process assessment: Chooses and dances movements that correspond to the meaning of each word in this sequence: high, low, fast, slow. Freezes in a shape at the beginning and the end of the dance.

6. Leads students through a performance of the Opposite Levels and Tempos Dance followed by a responding process. Ask half the class to perform the dance and half to be the audience, then they will switch roles. Review performer and audience behavior.

📖 Sharing, observing, turn and talk, responding, connecting with prior knowledge

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

📖 After the dance is performed, ask the dancers to do a pair-share reflection.

- *Part of the artistic process is self-reflection. Dancers learn from each other and make their dances better.*
- *Turn and talk with a partner. Describe the shapes that you observed or performed. Describe the movements that you saw or performed. How could you tell they were opposites?*
- *Can you think of other opposite words?*

☑ Criteria-based teacher checklist, self and peer assessment: Chooses and dances movements that correspond to the meaning of each word in this sequence: high, low, fast, slow. Freezes in a shape at the beginning and the end of the dance.

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

First Grade Lesson Two: *Dancing Opposites (Level, Tempo)*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE				WRITING	DANCE/WRITING		Total 7
	Levels		Tempo		Opposites	Opposites Dance		
Concept								
Criteria	Performs high shapes and/or movements.	Performs low shapes and/or movements.	Performs fast movements.	Performs slow movements.	Demonstrates contrasting movements that show the meaning of opposite word pairs.	Chooses and dances movements that correspond to the meaning of each word in this sequence: high, low, fast, slow.	Freezes in a shape at the beginning and the end of the dance.	
Student Name								
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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: *Dancing Opposites (Level, Tempo)*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about words and movements that are opposites.

- We did the BrainDance to warm-up our brains and our bodies.
- We learned and explored these dance concepts: high and low levels, and fast and slow speeds or tempos.
- We generated ideas by exploring different movements that matched the opposite word pairs.
- We organized our ideas and made choices to create an opposites dance.
- We reflected on our dance and suggested more words that are opposites.

You could look in your house and neighborhood for things that are high, low, fast, or slow. What other opposites can you find?

Enduring Understanding

Using opposite words in text parallels contrasting movements in dance.