

## ARTS IMPACT LESSON PLAN

### Dance and Writing Infused Lesson

#### Lesson Two: *Dancing Opposites (Size)*

Author: Debbie Gilbert      Grade Level: Kindergarten

#### 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: big and small sizes. Students generate ideas by exploring different big and small movements. Next, they organize their ideas and make choices to create an Opposites Dance. 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 sizes.

**Criteria:** Performs big and small shapes and/or movements.

**Target:** Understands opposites.

**Criteria:** Demonstrates contrasting movements that show the meaning of an opposite word pair.

**Target:** Choreographs and performs an Opposites Dance.

**Criteria:** Chooses and dances movements that correspond to the meaning of each word in this sequence: big, big, big, big, small, small, small, small. Freezes in a shape at the beginning and the end of the dance.

#### Vocabulary

Arts Infused:  
Opposites

Reading/Writing:  
Writer

Arts:  
Big and small size  
Choreographer  
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; White board or chart paper &  
markers; Pencils; Verb list from Lesson  
One (Verbs – Dancing Actions)

*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>

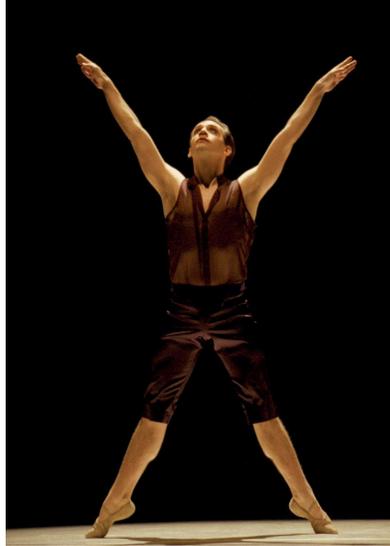
- 1.1.1 Elements: Shape (size), Space
- 1.1.4 Principles of Choreography: Contrast
- 1.2.1 Skills and Techniques: Locomotor and Non-locomotor Movements, Travel and Stop Responding to Cue
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 4.2.1 Connection 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: Math: Compare size. Arts: show creativity and imagination.

*continued*

Pacific Northwest Ballet images:  
Paul Gibson in Kevin O'Day's  
*soundaroun(d)dance*



Mara Vinson in Nacho Duato's  
*Rassemblement*



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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.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

L.K.5c. Identify real-life connections between words and their use.

### 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  |
|---|--|---|
| Gather Information<br>• From WHAT you know<br>• From WHO you know<br>• Brainstorm | • Create drafts<br>• Organize ideas<br>• Make a choice | • Check in with self<br>• Check in with others<br>• Refine work |

### Pre-Teach

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

### Lesson Steps Outline

**1.** Prepare students for exploring size and 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 big and small size. Demonstrate the concepts. Display the dance word signs for the concepts. Direct Move and Freeze in self and general space. Play the drum and cue the students.

Criteria-based teacher checklist: Performs big and small shapes and/or movements.

**4.** Guide students in an exploration of a movement sequence alternating the dance concepts: big, small. Play music for listening and ask students to pair-share to generate ideas. Lead students in a body brainstorm.

Music: "Opposite Sizes Dance" #3, *Writing Dances* by Debbie Gilbert.

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

**5.** Direct students in the choreography and rehearsal of the Opposite Sizes Dance. Facilitate the selection of a big movement and a small movement. Tell

students they can choose their own beginning and ending shapes. Chart the movements chosen for the dance. Guide rehearsal.

Music: "Opposite Sizes Dance" #3, *Writing Dances* by Debbie Gilbert.

Criteria-based teacher checklist: Chooses and dances movements that correspond to the meaning of each word in this sequence: big, big, big, big, small, small, small, small. Freezes in a shape at the beginning and the end of the dance.

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

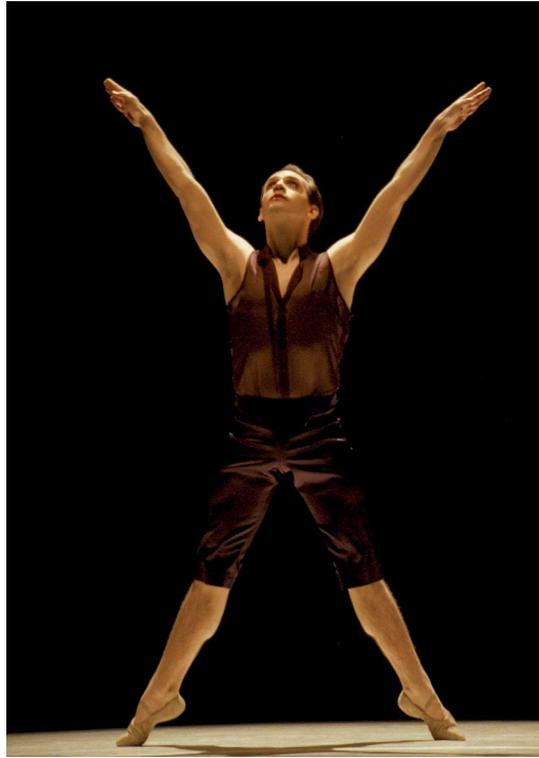
Criteria-based teacher checklist, peer assessment, reflection: Chooses and dances movements that correspond to the meaning of each word in this sequence: big, big, big, big, small, small, small, small. Freezes in a shape at the beginning and the end of the dance.

## LESSON STEPS

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**1. Prepare students for exploring size and opposites. Display lesson criteria and dance photos.**

📖 sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: Paul Gibson in Kevin O’Day’s *soundaroun(d)dance*, Mara Vinson in Nacho Duato’s *Rassemblement*. 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: big and small sizes.*
  - *Make a big shape with your hands. Make a small shape with your hands. Make a big shape with your arms. Make a small shape with your arms.*
  - *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. What sizes do you see?*
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**2. 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 has our dance words for today: big and small. At the end of the BrainDance, I'll ask you where we showed opposites in the BrainDance.*

### **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.*
- *Where did we do the opposites big and small in the BrainDance today?*
- *What other opposites did we do?*

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## 3. Introduce the dance concepts of big and small size. Demonstrate the concepts. Display the dance word signs for the concepts. Direct Move and Freeze in self and general space. 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 big shape. A big shape or movement is the most gigantic size you can make without bumping into anyone or anything.*
- *I am making a small shape. A small movement or shape is the tiniest one you could do.*
- *Let’s generate ideas! What big movements could we do? What small movements could we do?*

 You can refer to the verb list from Lesson One for ideas.

- *When you hear the drum 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 big dance.*
- *Freeze in a shape.*
- *Do a small dance. Freeze in a shape.*

 Repeat several times in self-space, cuing students with big, then small movements.

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

▣ Repeat several times in general space, cuing students with big, then small movements.

☑ Criteria-based teacher checklist: Performs big and small shapes and/or movements.

**4. Guide students in an exploration of a movement sequence alternating the dance concepts: big, small. Play music for listening and ask students to pair-share to generate ideas. Lead students in a body brainstorm.**

Music: "Opposite Sizes Dance" #3, *Writing Dances* by Debbie Gilbert.

- *I am going to play the music for our opposites dance. It will start with a shape and then go through this sequence: four big moves, four small moves. 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 big and small movements would you like to do in your dance?*
- *I am going to play the music and you can dance along. This will be your chance to try out some of your ideas. I am going to make two requirements: 1. Dance without touching. 2. Control your body when you move so that we will all be safe.*
- *What did you do to show that your big and small movements were opposites?*

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

**5. Direct students in the choreography and rehearsal of the Opposite Sizes Dance. Facilitate the selection of a big movement and a small movement. Tell students they can choose their own beginning and ending shapes. Chart the movements chosen for the dance. Guide rehearsal.**

Music: "Opposite Sizes Dance" #3, *Writing Dances* by Debbie Gilbert.

▣ Use the verb list from Lesson One (Verbs – Dancing Actions) for ideas for movements.

- *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 would you like to make for the beginning of the dance? Should it be big or small? Let's practice our beginning shapes.*
- *What should our big movement be? Let's try that movement: big, big, big, big.*
- *What should our small movement be? Let's try that movement: small, small, small, small.*

- *What kind of shape would you like to make for the end of the dance? Should it be big or small? Let's practice our ending shapes.*

▮ Lead class in practicing the entire sequence with music.

☑ Criteria-based teacher checklist: Chooses and dances movements that correspond to the meaning of each word in this sequence: big, big, big, big, small, small, small, small. Freezes in a shape at the beginning and the end of the dance.

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**6. Lead students through a performance of the Opposite Sizes Dance followed by a responding process. Ask half the class to perform the Opposite Sizes 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, asks 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. Describe the movements that you saw. How could you tell they were opposites?*
- *Can you think of other opposite words?*

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

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**ARTS IMPACT AIDE LESSON PLAN Writing Infusion**

Kindergarten Lesson Two: *Dancing Opposites (Size)*

**CLASS ASSESSMENT WORKSHEET**

| Disciplines  | DANCE                                 |   | WRITING  | DANCE/WRITING  |   | Total<br>5 |
|--------------|---------------------------------------|---|--|--|---|------------|
| Concept      | Size                                  |   | Opposites  | Opposites – Size   |   |            |
| Criteria     | Performs big shapes and/or movements. | Performs small shapes and/or 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: big, big, big, big, small, small, small, small. | Freezes in a 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: *Dancing Opposites (Size)*

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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: big and small sizes.
- 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 yard for things that are big or small. What other opposites can you find?

### Enduring Understanding

Using opposite words in text parallels contrasting movements in dance.