

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Two: *Describing Mirror Dances (Level)*

Author: Debbie Gilbert Grade Level: Second

Enduring Understanding

Using specific words to describe the level of shapes or movements can communicate precise position in space.

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

Students explore the dance concept of level. They generate ideas by brainstorming a list of specific words to describe movements on different levels. Using high, medium, and low levels, they mirror a partner, both leading and following. Students reflect by writing words to describe movements on different levels observed in the Mirror Dances.

Learning Targets and Assessment Criteria

Target: Moves on different levels.

Criteria: Performs high, medium, and low shapes and/or movements.

Target: Mirrors with a partner.

Criteria: Face to face with a partner, leads by performing movements using varied levels; follows by copying the leader's movement in a mirror image.

Target: Describes movement observed in the Mirror Dance.

Criteria: Writes specific words to express the dancer's actions on different levels.

Vocabulary

Arts Infused:

High, medium, low

Reading/Writing:

Descriptive words

Specific words

Arts:

Level

Mirror

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; Dance word signs:
Level: high, medium, low; White board
or chart paper & markers; Arts Impact
journals; Pencils; Lesson worksheet

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, Level

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. Writing: use letter-like symbols to make lists.

(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; watch other children dance; try to mimic their movements.

continued

Pacific Northwest Ballet images:
Kiyon Gaines in Jerome Robbins' *West Side Story Suite*



Jodie Thomas and Lucien Postlewaite in
Twyla Tharp's *Opus 111*



Jonathan Porretta in 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.2.1e. Use adjectives and adverbs.

L.2.5a. Identify real-life connections between words and their use.

L.2.5b. Distinguish shades of meaning between closely related adjectives.

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, ***Two Vivid Verbs Dance***, should be taught before this lesson.

Lesson Steps Outline

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

2. Lead students in *BrainDance* warm-up.

Music: "Language of Dance BrainDance 2/3" #8, *Writing Dances*.

3. Introduce the dance concept of level. Demonstrate the concept. Display the dance word sign for the concept. Direct Move and Freeze with high/medium/low in self and general space.

Criteria-based teacher checklist: Performs high, medium, and low shapes and/or movements.

4. Brainstorm a list of specific words to describe movements on different levels. Chart student response.

5. Lead students in a Mirror Dance. Demonstrate the mirror dance with a student. Assign partners, or ask students to find partners, and begin the mirror dance. Ask students to do a pair-share reflection.

Music: "Mirror Dance" #11, *Writing Dances* by Debbie Gilbert.

Criteria-based teacher checklist, self and peer assessment: Face to face with a partner, leads by performing movements using varied levels; follows by copying the leader's movement in a mirror image.

6. Lead students through a performance of the Mirror Dance. Ask half the class to perform the Mirror Dance with partners and half to be the audience, then they will switch roles. Review performer and audience behavior. Ask the audience members to use their Arts Impact journals to write words to describe the movements observed on high, medium, and low levels.

Criteria-based teacher checklist, peer assessment: Leads and follows, matching movement using varied levels. Writes specific words to express the dancer's actions on different levels.

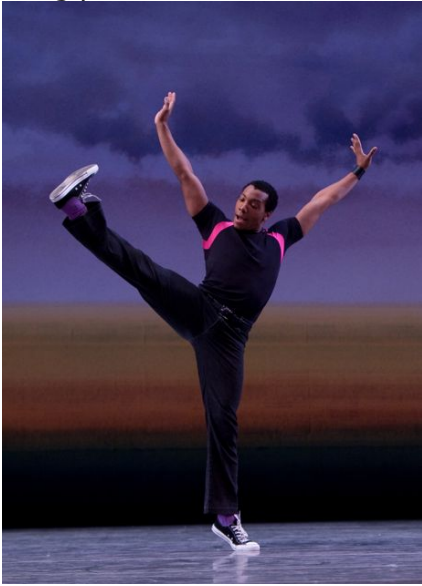
7. Guide students in written response. Ask dancers to reflect on their dance and add more descriptive words to their Arts Impact journal to describe their dances.

Criteria-based teacher checklist, self-assessment: Writes specific words to express the dancer's actions on different levels.

LESSON STEPS

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

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: Kiyon Gaines in Jerome Robbins' *West Side Story Suite*, Jodie Thomas and Lucien Postlewaite in Twyla Tharp's *Opus 111*, and 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.

- *Writers use words to build rich vocabulary and communicate specifically. Dancers use dance concepts to make their dances clear and specific.*
- *We are going to dance the concept: level. Make a high shape with your hands. Make a medium shape with your hands. Make a low shape with your hands.*
- *Today, we'll use levels in a Mirror Dance and use specific words to describe the levels and actions we did.*
- *Here are photographs of Pacific Northwest Ballet dancers making shapes. What levels do you see?*

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 2/3" #8, *Writing Dances* by Debbie Gilbert.

- *At the end of the BrainDance, I'll ask you what levels we used 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.*
 - *What levels did you do in the BrainDance?*
-

3. Introduce the dance concept of level. Demonstrate the concept. Display the dance word sign for the concept. Direct Move and Freeze with high/medium/low in self and general space.

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. A high shape or movement is the tallest height you can do, reaching up with your body.*
- *I am making a medium shape. How is that different than the high shape?*
- *Now I am making a low shape. Notice I am not lying flat on the ground. I can make a more interesting low shape if I am low to the floor, but have some empty space between part of my body and the floor.*
- *Let's generate ideas! What high movements could we do? What medium movements can we do? What low movements could we do?*

▣ Play the drum or other percussion instrument and cue the students to move on different levels. Repeat each level a few times.

- *When you hear the music you move and when it stops, you freeze in a shape. Let's start in self-space, staying in one spot.*
- *Do a high dance. Freeze in a high shape.*
- *Do a medium dance. Freeze in a medium shape.*
- *Do a low dance. Freeze in a low shape.*
- *Let's do our dance words in general space, so you can travel. Look for the empty spaces to move in.*
- *Do a high dance. Freeze in a high shape.*
- *Do a medium dance. Freeze in a medium shape.*

- Do a low dance. Freeze in a low shape.

Criteria-based teacher checklist: Performs high, medium, and low shapes and/or movements.

4. Brainstorm a list of specific words to describe movements on different levels. Chart student response.

 Connecting with prior knowledge

High movements
Medium movements
Low movements


- We are *generating ideas* for our dance. We'll list specific movements we do on different levels.

5. Lead students in a Mirror Dance. Demonstrate the mirror dance with a student. Assign partners, or ask students to find partners, and begin the mirror dance. Ask students to do a pair-share reflection.

Music: "Mirror Dance" #11, *Writing Dances* by Debbie Gilbert.

 Interpreting, group conferring, turn and talk, responding

 The music will call the cues for the change of leadership.

 As the duos rehearse, travel through the classroom, observing, asking questions, and offering assistance as needed.

- We will sit facing each other. The job of the leader is to move slowly and do movements that the mirror can do at the same time that the leader does them.
- The mirror's job is to copy the movements of the leader.
- The leader will explore movements that use different levels. Dancers can stand, or sit, or change your levels as you move slowly. Then we will trade jobs.
- You can look at our word chart for ideas. *You will be making choices about which movements to do. By doing so we are creating meaning as artists.*
- After the dance, turn and talk with your partner. Describe some of the movements that you did as a leader or a follower. Use specific words to describe the movements you did and the levels you used.

Criteria-based teacher checklist, self and peer assessment: Face to face with a partner, leads by performing movements using varied levels; follows by copying the leader's movement in a mirror image.

6. Lead students through a performance of the Mirror Dance. Ask half the class to perform the Mirror Dance with partners and half to be the audience, then they will switch roles. Review performer and audience behavior. Ask the audience members to use their Arts Impact journals to write words to describe the movements observed on high, medium, and low levels.

📖 Sharing, observing, responding

📖 You may use the Level Worksheet for student response and insert it into student journals.

📖 For a shorter performance, stop the music after the first and second leaders have each had one chance to lead.

- *Performers, what do you want from your audience? Audience, what do you want from your performers?*
- *While the dance is being performed, the job of the audience will be to write specific words to describe the high, medium, and low level movements you see the dancers do.*
- *Part of the artistic process is self-reflection. Dancers learn from each other and make their dances better.*
- *After the dance is performed, share with the performers some of the words you wrote in your journal to describe their dance movements.*

☑ Criteria-based teacher checklist, peer assessment: Leads and follows, matching movement using varied levels. Writes specific words to express the dancer's actions on different levels.

7. Guide students in written response. Ask dancers to reflect on their dance and add more descriptive words to their Arts Impact journal to describe their dances.

📖 Responding, independent writing in writer's notebook.

- *Take a quiet moment to check in with yourself with a self-reflection. Think about your own dance and add more words to your Arts Impact journal to describe your own dance.*

☑ Criteria-based teacher checklist, self-assessment: Writes specific words to express the dancer's actions on different levels.

Describing Mirror Dances (Level) Worksheet

Name: _____

Date: _____

High level movements

Medium level movements

Low level movements

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Second Grade Lesson Two: *Describing Mirror Dances (Level)*

STUDENT SELF-ASSESSMENT WORKSHEET

Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	DANCE			DANCE		WRITING	Total 6
Concept	Level			Mirror Dance		Descriptive Words	
Criteria	Performs high shapes and/or movements.	Performs medium shapes and/or movements.	Performs low shapes and/or movements	Face to face with a partner, leads by performing movements using varied levels.	Face to face, follows by copying leader's movements in a mirror image.	Writes specific words to express the dancer's actions on different levels.	
Student Name							

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Second Grade Lesson Two: *Describing Mirror Dances (Level)*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE			DANCE		WRITING	Total 6
Concept	Level			Mirror Dance		Descriptive Words	
Criteria	Performs high shapes and/or movements	Performs medium shapes and/or movements	Performs low shapes and/or movements	Face to face with a partner, leads by performing movements using varied levels	Face to face, follows by copying leader's movements in a mirror image	Writes specific words to express the dancer's actions on different levels	
Student Name							
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2.							
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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: *Describing Mirror Dances*

Dear Family:

Today your child participated in an **Arts and Writing** 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 and communicate position in space.

- We did the BrainDance to warm-up our brains and our bodies.
- We learned and explored the dance concepts: level (high, medium, and low).
- We generated a list of specific words to describe movements on different levels.
- We did a Mirror Dance with a partner, leading and following each other using different levels.
- In our Arts Impact journals, we wrote words to describe the movements we observed.

You could be aware of the different words you use at home to describe movements on different levels. You could look in books to find specific words for levels. Ask your child to teach you how to do the Mirror Dance.

Enduring Understanding

Using specific words to describe the level of shapes or movements can communicate precise position in space.