

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Three: *Prepositional Relationship Dance*

Author: Debbie Gilbert Grade Level: Kindergarten

Reference: "Relationships in Space," by Eric Johnson

Enduring Understanding

Precise prepositions can describe where a person or object is in relationship to another person or object.

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

Students learn how prepositions or place words describe where someone or something is in relationship to someone or something else. Students generate ideas by making over, under, around, through, and beside shapes with partners. The partners organize their ideas and choose a shape and movement to create a Prepositional Relationship Dance. To conclude, students reflect by identifying and discussing their shapes.

Learning Targets and Assessment Criteria

Target: Makes shapes showing relationships with a partner.

Criteria: Freezes like a statue with a partner showing the following prepositions: over/under, around/through, and beside.

Target: Choreographs and performs a prepositional relationship dance.

Criteria: Selects one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape to show the selected relationship as part of the following sequence: relationship shape, dance away, and relationship shape.

Vocabulary

Arts Infused:

Around/through
Beside
Over/under
Prepositional relationships

Reading/Writing:

Prepositions
Writer

Arts:

Relationships
Shapes

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: Shape, Relationship
- 1.2.1 Skills and Techniques: Focus and Concentration
- 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; remember and follow directions involving two or three steps.
(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination.

continued

Pacific Northwest Ballet images:
Rachel Foster and Benjamin Griffiths
in Victor Quijada's *Suspension of
Disbelief*



James Moore, William Lin-Yee, Jerome
Tisserand and Sokvannara Sar in
Benjamin Millepied's *3 Movements*



PNB Dancers in George Balanchine's
Ballet Imperial



Louise Nadeau and Olivier Wevers in
George Balanchine's *Agon*



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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.1e. Use the most frequently occurring
prepositions.

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 <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 third writing infused lesson in a series of three. The first two infused lessons, **Verbs – Dancing Actions** and **Dancing Opposites (Size)**, should be taught before this lesson.

Lesson Steps Outline

1. Prepare students for exploring relationships and prepositions. Display lesson criteria. Lead students in exploring each concept with a hand dance. Show photographs of professional dancers in shapes that show prepositional relationships.

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

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

3. Introduce the literacy concept of prepositions, also known as the dance concept of relationships. Display the dance word signs for the concepts: over/under, around/through, beside. Demonstrate the concepts with a student. Guide students as they explore the shapes with a partner. Ask students to pair-share about their relationship shapes.

Criteria-based teacher checklist, self and peer assessment: Freezes like a statue with a partner showing the following prepositions: over/under, around/through, and beside.

4. Guide students in the creation of Prepositional Relationship Dances. Demonstrate the choreographic process with a partner. Ask students to plan and practice the dance with their partners. Play music for rehearsal.

Music: "Prepositional Relationship Dance" #5, *Writing Dances* by Debbie Gilbert.

Criteria-based teacher checklist: Selects one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape to

show the selected relationship as part of the following sequence: relationship shape, dance away, and relationship shape.

5. Lead student through a performance of the Prepositional Relationship Dances followed by a responding process. Ask half the class to perform their Prepositional Relationship Dances and half to be the audience; then they will switch roles. Review performer and audience behavior.

Criteria-based teacher checklist, self and peer assessment: Selects one of the following prepositions or preposition pairs: over/under, around/through, and beside. Dances the shape to show the selected relationship as part of the following sequence: relationship shape, dance away, and relationship shape.

LESSON STEPS

1. Prepare students for exploring relationships and prepositions. Display lesson criteria. Lead students in exploring each concept with a hand dance. Show photographs of professional dancers in shapes that show prepositional relationships.

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: Rachel Foster and Benjamin Griffiths in Victor Quijada's *Suspension of Disbelief*; James Moore, William Lin-Yee, Jerome Tisserand and Sokvannara Sar in Benjamin Millepied's *3 Movements*; PNB Dancers in George Balanchine's *Ballet Imperial*; Louise Nadeau and Olivier Wevers in George Balanchine's *Agon*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Today we will be making shapes and movements that are over, under, around, through, and beside.*
- *Make a shape with one hand over and one hand under. Say, "over, under." You could also say "above, below."*

- *Make a shape with one arm around and one hand through. Say, "around, through."*
 - *Make a shape with both hands beside each other. Say, "beside," or "next to."*
 - *Over, under, around, through, and beside are prepositions or place words. They describe where someone or something is in relationship to someone or something else.*
 - *Look at these pictures of dancers. Where do you see over, under, around, through or beside? 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.

- *Notice when you do movements that are over, under, around, through, and beside 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.*
- *Did you use any of our relationship or place words (over, under, around, through, and beside) in the BrainDance today?*

3. Introduce the literacy concept of prepositions, also known as the dance concept of relationships. Display the dance word signs for the concepts: over/under, around/through, beside. Demonstrate the concepts with a student. Guide students as they explore the shapes with a partner. Ask students to pair-share about their relationship shapes.

📖 Mini-lesson, responding, turn and talk

▣ 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.

- *Prepositions or place words are words that describe where you are in relationship to the other dancer.*
- *My partner and I will make an over/under shape. My partner's shape is over or above my shape. My shape is under or below my partner's shape. Notice that our shapes are not touching.*

▣ Repeat demonstration with around/through and beside (or next to).

- ***We're generating ideas!** When you make your shapes with your partner, always have empty space around you — no touching. Make an over/under shape. Make an around/through shape. Make a beside shape.*

▣ Describe effective student shapes that you observe.

- *Turn and talk with your partner. What did you need to do to make a relationship shape together?*

☑ Criteria-based teacher checklist, self and peer assessment: Freezes like a statue with a partner showing the following prepositions: over/under, around/through, and beside.

4. Guide students in the creation of Prepositional Relationship Dances. Demonstrate the choreographic process with a partner. Ask students to plan and practice the dance with their partners. Play music for rehearsal.

Music: "Prepositional Relationship Dance" #5, *Writing Dances*.

📖 Interpreting, group conferring

📖 The music will call the cues for each section to make it easy for the dancers to remember the sequence.

- *My partner and I are creating meaning. We are making choices about which shape to do and organizing our ideas by putting them in order.*
- *First, we'll decide which kind of relationship shape to do, either an over/under, around/through, or beside shape. We'll practice the shape.*
- *Then we'll put the dance in order: make our shape, dance away from our partner, come back to our partner and make a shape with the same relationship word. The music will help us keep the dance in order.*
- *We'll need to look for the empty space when we dance away from and back to our partner, so we don't bump any other dancers.*
- *Choose your shape with your partner. Practice making the shape.*
- *Practice dancing away from your partner. Use your whole body!*
- *Practice coming back to your partner and making a shape with the same relationship.*
- *Keep your eyes open so that you always have empty space around you, so that you don't touch your partner or any other dancer.*

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

- *After you work for a while, I'll play the music so that you can rehearse the whole dance.*

☑️ Criteria-based teacher checklist: Selects one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape to show the selected relationship as part of the following sequence: relationship shape, dance away, and relationship shape.

5. Lead student through a performance of the Prepositional Relationship Dances followed by a responding process. Ask half the class to perform their Prepositional Relationship Dances and half to be the audience; then they will switch roles. Review performer and audience behavior.

📖 Sharing, observing, 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.

- *We're doing the self-reflection part of the artistic process.*
- *Which dancers did an over/under shape? How do you know?*
- *Which dancers did an around/through shape? How do you know?*
- *Which dancers did a beside shape? How do you know?*

Criteria-based teacher checklist, self and peer assessment: Selects one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape to show the selected relationship as part of the following sequence: relationship shape, dance away, relationship shape.

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Kindergarten Lesson Three: *Prepositional Relationship Dance*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE			DANCE/WRITING		Total 5
Concept	Prepositional Relationship Shapes			Prepositional Relationships		
Criteria	Makes over/under shape with partner.	Makes around/through shape with partner.	Makes beside shape with partner.	Selects one of the following: over/under, around/through, beside.	Dances the shape to show the selected relationship as part of the following sequence: relationship shape, dance away, relationship shape.	
Student Name						
1.						
2.						
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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: *Prepositional Relationship Dance*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how prepositions or place words describe where someone or something is in relationship to someone or something else.

- We did the BrainDance to warm-up our brains and our bodies.
- We generated ideas by making *over, under, around, through, and beside* shapes with partners.
- We organized our ideas and chose a shape and movement to create a prepositional relationship dance.
- We reflected by identifying and discussing our shapes.

You could use prepositions to describe an object’s location. (Where is the chair? Beside the table. Where is the cat? Under the couch.) Ask your child to show you how to make an *over, under, around, through, or beside* shape with you.

Enduring Understanding

Precise prepositions can describe where a person or object is in relationship to another person or object.