

## ARTS IMPACT LESSON PLAN

### Dance and Writing Infused Lesson

#### Lesson Three: *Prepositional Relationship Dance with Energy*

Author: Debbie Gilbert      Grade Level: First

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 explore the concepts of smooth and sharp energy and identify them in photos of professional dancers. Students learn how prepositions or position 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. They create a Prepositional Relationship Dance with Energy by organizing their ideas and choosing a shape, alternating making the shape with a partner and dancing away from and back to their partners with sharp, then smooth energy. To conclude, students reflect by identifying and describing their shapes.*

#### Learning Targets and Assessment Criteria

**Target:** Moves using two types of energy quality.

**Criteria:** Performs smooth movement and sharp movement.

**Target:** Makes shapes showing prepositions with a partner.

**Criteria:** Freezes like a statue with a partner in the following relationships: over/under, around/through, and beside.

**Target:** Choreographs and performs a prepositional relationship dance.

**Criteria:** Creates a shape with a partner using one of the following prepositions or preposition pairs: over/under, around/through, and beside. Dances the shape as part of the following sequence: relationship shape, dance away with sharp energy, relationship shape, dance away with smooth energy, relationship shape.

**Target:** Identifies a prepositional relationship.

**Criteria:** States the preposition that describes relationship shape performed in the dance.

#### Vocabulary

Arts Infused:  
Around/through  
Beside  
Over/under  
Prepositional relationships

Reading/Writing:  
Prepositions  
Writer

Arts:  
Smooth energy  
Sharp energy  
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

Lesson criteria chart; CD player; *Writing Dances* music CD; Drum; Dance word signs: smooth, sharp, over/under, around/through, beside

*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
- 1.1.3 Elements: Energy
- 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

*continued*

Pacific Northwest Ballet images:  
Lesley Rausch and Jordan Pacitti in  
Ulysses Dove's *Red Angels*



Lesley Rausch in Ulysses Dove's *Red Angels*



Karla Körbes and Seth Orza in  
Christopher Wheeldon's *Carousel (A Dance)*



Louise Nadeau and Christophe Maraval  
in George Balanchine's *Serenade*



PNB Dancers in George Balanchine's  
*Prodigal Son*



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### 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.

### 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.1.1.i. Use 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 • From WHAT you know • From WHO you know • Brainstorm	• Create drafts • Organize ideas • Make a choice	• 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 – More Dancing Actions** and **Dancing Opposites (Level, Tempo)**, should be taught before this lesson.

## Lesson Steps Outline

### Day One

**1.** Prepare students for exploring smooth and sharp energy. Display lesson criteria and dance photos. Lead students in exploring each concept with a hand dance.

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

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

**3.** Introduce the concepts of smooth and sharp energy. Display the dance word signs for the concepts: smooth, sharp. Demonstrate the concepts. Build student vocabulary by asking students to think of other words that describe smooth and sharp movements they observe as the teacher demonstrates. Chart student response. Direct Move and Freeze with sharp and smooth energy.

Music: "Smooth and Sharp Move and Freeze" #6, *Writing Dances* by Debbie Gilbert.

Criteria-based teacher checklist: Performs smooth movement and sharp movement.

**4.** Guide students in a reflection.

Criteria-based reflection

## Day Two

**1.** Prepare students for exploring prepositions or position words. Display lesson criteria and dance photos. Lead students in exploring each concept with a hand dance.

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

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

**3.** Repeat Move and Freeze with sharp and smooth energy.

Music: "Smooth and Sharp Move and Freeze" #6, *Writing Dances*.

Criteria- based teacher checklist: Performs smooth movement and sharp movement.

**4.** 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 over/under, around/through, and beside shapes with a partner.

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

**5.** Guide student 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.

Music: "Prepositional Relationship Dance with Energy" #7, *Writing Dances*.

Criteria-based teacher checklist: Creates a shape with a partner using one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape as part of the following sequence: relationship shape, dance away with sharp energy, relationship shape, dance away with smooth energy, relationship shape.

**6.** Lead students through a performance of the Prepositional Relationship Dances followed by a responding process. Review performer and audience behavior. Ask half the class to perform their Prepositional Relationship Dances with their partners and half to be the audience; then they will switch roles. Ask students to say the preposition they used in their shape.

Criteria-based teacher checklist, self and peer assessment: Creates a shape with a partner using one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape as part of the following

sequence: relationship shape, dance away with sharp energy, relationship shape, dance away with smooth energy, relationship shape. States the preposition that describes relationship shape performed in the dance.

## LESSON STEPS

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### Day One

**1. Prepare students for exploring smooth and sharp energy. Display lesson criteria and dance photos. Lead students in exploring each concept with a hand dance.**

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: smooth – Lesley Rausch and Jordan Pacitti in Ulysses Dove’s *Red Angels*, sharp – Lesley Rausch in Ulysses Dove’s *Red Angels*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Today we will be dancing with smooth energy and sharp energy.*
- *Show me a smooth movement with your hands. Say, "smooth" when you move.*
- *Show me a sharp movement with your hands. Say, "sharp" when you move.*
- *Here are photographs of Pacific Northwest Ballet dancers making shapes. Which shape is sharp? Why? Which shape is smooth? Why?*

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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: sharp and smooth. 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.*

**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.*
- *When did we do sharp and smooth energy in the BrainDance today?*

**3. Introduce the concepts of smooth and sharp energy. Display the dance word signs for the concepts: smooth, sharp. Demonstrate the concepts. Build student vocabulary by asking students to think of other words that describe smooth and sharp movements they observe as the teacher demonstrates. Chart student response. Direct Move and Freeze with sharp and smooth energy.**

Music: "Smooth and Sharp Move and Freeze" #6, *Writing Dances* by Debbie Gilbert.

📖 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 going to show you smooth energy. Can you think of other words to describe my movement (e.g. on-going, not stopping, flowing, slow)?*
- *I am going to show you sharp energy. Can you think of other words to describe sharp energy (e.g. stopped, robotic, jerky)?*
- *We generated ideas!*
- *I'll play the music. You'll hear smooth or sharp movement and self and general space called out. Follow the directions and move with your whole bodies. When the music pauses, freeze in a shape.*

Criteria-based teacher checklist: Performs smooth movement and sharp movement.

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**4. Guide students in a reflection.**

📖 Reflecting, making connection with prior knowledge

- *Let's reflect. When do you use sharp and smooth energy during the part of the day when you are not dancing?*

Criteria-based reflection

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## Day Two

**1. Prepare students for exploring prepositions or position words. Display lesson criteria and dance photos. Lead students in exploring each concept with a hand dance.**

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: relationships – Karla Körbes and Seth Orza in Christopher Wheeldon’s *Carousel (A Dance)*, Louise Nadeau and Christophe Maraval in George Balanchine’s *Serenade*, PNB Dancers in George Balanchine’s *Prodigal Son*. 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."*
- *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."*
- *Over, under, around, through, and beside are position words or prepositions. Relationships describe where someone or something is in relationship to someone or something else.*
- *Here are photographs of Pacific Northwest Ballet dancers making shapes that show different prepositional relationships.*
- *Where do you see over and under?*
- *Where do you see around and through?*
- *Where are the dancers beside or next to each other?*

## 2. Repeat BrainDance from Day One.


### 3. Repeat Move and Freeze with sharp and smooth energy.

Music: "Smooth and Sharp Move and Freeze" #6, *Writing Dances*.


 Mini-lesson

Criteria-based teacher checklist: Performs smooth movement and sharp movement.

### 4. 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 over/under, around/through, and beside shapes with a partner.

 Responding, turn and talk

- *Prepositions are words that describe where you are in relationship to the other dancer. They are position words.*
- *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).

 Pair students and cue their exploration. Describe shapes observed.

- *We're generating more 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.*

- *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 in the following relationships: over/under, around/through, and beside.

## **5. Guide student 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.**

Music: "Prepositional Relationship Dance with Energy" #7, *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: the shape, dance away from our partner with sharp energy, the same shape, dance away from our partner with smooth energy, and end with the same shape.*
- *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.*
- *Now it's your turn. Choose your shape with your partner. Practice making the shape.*
- *Practice dancing away from your partner with sharp and then smooth energy using your whole body.*
- *Practice dancing back to your partner and making the same shape.*

📖 As the duos rehearse, travel through the classroom, observing, asking questions, and offering assistance as needed. Encourage students to use their whole bodies when they move, extending movements from the center of their bodies all the way to their fingers and toes.

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

☑ Criteria-based teacher checklist: Creates a shape with a partner using one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape as part of the following sequence: relationship shape, dance away with sharp energy, relationship shape, dance away with smooth energy, relationship shape.

## **6. Lead students through a performance of the Prepositional Relationship Dances followed by a responding process. Review performer and audience behavior. Ask half the class to**

**perform their Prepositional Relationship Dances with their partners and half to be the audience; then they will switch roles. Ask students to say the preposition they used in their shape.**

📖 Sharing, observing, responding

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

📖 After the dancers have performed their dances and told the audience their prepositions, you could ask the dancers to show their shapes one more time. That will make it easier for the audience to describe and analyze the shapes.

- *We're doing the self-reflection part of the artistic process.*
- *The dancers will tell us which relationship word (preposition) they used. Then the audience will respond.*
- *Can anyone describe an over/under shape you observed? How do you know?*
- *Can anyone describe an around/through shape you observed?*
- *Can anyone describe a beside shape you observed?*
- *Which smooth movements did you see? Which sharp movements did you see?*

☑ Criteria-based teacher checklist, self and peer assessment: Creates a shape with a partner using one of the following prepositions or preposition pairs: over/under, around/through, beside. Dances the shape as part of the following sequence: relationship shape, dance away with sharp energy, relationship shape, dance away with smooth energy, relationship shape. States the preposition that describes relationship shape performed in the dance.

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

First Grade Lesson Three: *Prepositional Relationship Dance with Energy*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	DANCE		DANCE			DANCE		WRITING	Total 8
Concept	Energy		Relationship Shapes			Prepositional Relationship Dance		Description	
Criteria	Performs smooth movement.	Performs sharp movement.	Makes over/under shape with partner.	Makes round/through shape with partner.	Makes beside shape with partner.	Creates a shape with a partner using one of the following: over/under, around/through, beside.	Dances shape as part of the following sequence: relationship shape, dance away w/sharp energy, relation-ship shape, dance away with smooth energy, relation-ship shape.	States the preposition that describes the relation-ship shape performed in the dance.	
Student Name									
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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: *Prepositional Relationship Dance with Energy***

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Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how prepositions or position 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 explored movements with smooth and sharp energy.
- We generated ideas by making *over, under, around, through, and beside* shapes with partners.
- We organized our ideas and chose a shape, then added smooth and sharp movement to create a prepositional relationship dance.
- We reflected upon our process of making a preposition dance and said the preposition we chose for our shape.

You could use prepositions to describe an object’s location. (Where is the clock? Over the refrigerator. Where is the dog? Beside the cat.) 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.