

## ARTS IMPACT LESSON PLAN

### Dance and Writing Infused Lesson

#### Lesson Three: *Rhythm Choreography*

Author: Debbie Gilbert      Grade Level: Fifth

Reference: Whistlestop Dance Company: Debbie Gilbert, Joanne Petroff, with Angie Bolton

#### Enduring Understanding

Combining long/slow and short/fast sounds or movements creates rhythm in dance and in language.

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

*Students explore the dance concept of rhythm. They generate ideas by selecting a theme and brainstorming a list of one, two, three, and four-syllable words that relate to the theme. They create Rhythm Choreography Sound Scores and choreograph Rhythm Choreography Dances matching the meaning of the words in the sound score. Reflecting upon their process, they choose one word from their dance, describe the shape or movement, and explain how it showed the meaning of the word.*

### Learning Targets and Assessment Criteria

**Target:** Demonstrates rhythm.

**Criteria:** Performs patterns of long/slow and short/fast sounds or movements.

**Target:** Develops a rhythmical sound score.

**Criteria:** Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats.

**Target:** Choreographs and responds to a Rhythm Choreography Dance.

**Criteria:** Chooses a shape or movement for each word of the sound score. In writing, describes one shape or movement and explains how it shows the meaning of the word.

#### Vocabulary

Arts Infused:  
Sound score

Reading/Writing:  
Syllable  
Writer

Arts:  
Choreographer  
Level  
Pattern  
Self and General  
Space  
Shape  
Rhythm

#### 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; Poem (e.g. *Charlie Parker Played Be Bop* by Chris Raschka);  
Drum/percussion instrument; Chart paper or whiteboard and markers; White board or chart paper & markers; Arts Impact journals; Lesson worksheets: one per student; Lesson response worksheet: two per student; Pencils

#### 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, Place, Level
- 1.1.2 Elements: Rhythm, Pattern
- 1.1.4 Principles of Choreography: Repetition, Theme
- 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

##### 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/>

- W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words.

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

## Pre-Teach

This is the third writing infused lesson in a series of three. The first two infused lessons, **Describing Shadow Rhombi** and **Metaphors with Energy**, should be taught before this lesson.

## Lesson Steps Outline

### Day One

**1.** Prepare students for exploring rhythm. Display lesson criteria. Read a poem with a strong rhythm in the choice of words (e.g. *Charlie Parker Played Be Bop* by Chris Raschka).

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

Music: "Language of Dance BrainDance 4/5" #14, *Writing Dances* by Debbie Gilbert.

**3.** Introduce the dance concept of rhythm. Display the dance word sign for the concept. Demonstrate the concept of rhythm. Direct Move and Freeze with rhythm.

Criteria-based teacher checklist, self-assessment: Performs patterns of long/slow and short/fast sounds or movements.

**4.** Guide students to select a theme and generate a word bank. Chart student response.

**5.** Lead students to clap the rhythm of the syllables of the words.

**6.** Guide creation of a Rhythm Choreography Sound Score. Select one word from each column. Decide the order of the words. Decide how many times each word will be repeated. Lead students as they chant the sound score.

Criteria-based process assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats.

**7.** Facilitate choreography and rehearsal of the Rhythm Choreography Dance. Guide students to choose movements or shapes for each word of the sound score. Lead a rehearsal of the dance.

Criteria-based process assessment: Chooses a shape or movement for each word of the sound score.

**8.** Lead students through a performance of the Rhythm Choreography Dance. 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, peer assessment: Chooses a shape or movement for each word of the sound score.

**9.** Guide students in journal reflections.

Criteria-based teacher checklist, self-assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

## Day Two

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

Music: "Language of Dance BrainDance 4/5" #14, *Writing Dances*.

**2.** Guide students in writing, choreographing, and rehearsing the Rhythm Choreography Dance in small groups. Ask students to get their Arts Impact journals and a pencil, or distribute Rhythm Choreography Worksheets.

Criteria-based teacher checklist, self-assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats. Chooses a shape or movement for each word of the sound score.

**3.** Lead students through a performance of the Rhythm Choreography Dance. Ask each group to perform, and the audience to respond. Review performer and audience behavior.

Criteria-based teacher checklist, peer assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats. Chooses a shape or movement for each word of the sound score.

**4.** Guide students in journal reflections.

Criteria-based teacher checklist, peer assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

## LESSON STEPS

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### Day One

**1. Prepare students for exploring rhythm. Display lesson criteria. Read a poem with a strong rhythm in the choice of words (e.g. *Charlie Parker Played Be Bop* by Chris Raschka).**

- *Writers use words to build rich vocabulary and communicate their ideas.*
  - *Dancers use dance concepts to make their dances more interesting and to help them communicate meaning.*
  - *Today we are going to be dancing the dance concept of rhythm. We'll create a dance today using the rhythm of words.*
  - *The rhythm of words is important to writers. Listen to the rhythm of the words in this poem.*
  - *The rhythm of movement is important to dancers.*
  - *Rhythm: Make a fast or short movement with your hands. Make a slow or long movement with your hands.*
  - *When you repeat a pattern of slow and fast sounds, you create a rhythm.*
  - *Let's repeat this rhythm with a hand dance: fast, fast, fast, fast, slow, slow.*
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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 4/5" #14, *Writing Dances* by Debbie Gilbert.

- *Since rhythm is our dance word today, at the end of the BrainDance, I'll ask you where we used it 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.*
- *How did you use rhythm in the BrainDance?*

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### 3. Introduce the dance concept of rhythm. Display the dance word sign for the concept. Demonstrate the concept of rhythm. Direct Move and Freeze with rhythm.

#### 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'll use my arms to show you this rhythm, or pattern, of fast and slow movements – slow, fast, fast, slow, fast, fast.*
- *What's another rhythm I could do? Could you do that rhythm with your feet? [We've generated more ideas!](#)*

 Play a variety of rhythms on the drum and cue the students. Repeat each rhythmic pattern a few times.

- *I'll play a rhythm on the drum. Put the rhythm in your bodies. Use different levels and move in self or general space to make it more interesting.*
- *Ask yourselves, did you match the rhythmic pattern with your movement?*

Criteria-based teacher checklist, self-assessment: Performs patterns of long/slow and short/fast sounds or movements.

#### **4. Guide students to select a theme and generate a word bank. Chart student response.**

 Guided writing, connecting with prior knowledge

 Create a chart with four columns (one column each for one syllable words, two syllable words, three syllable words, and four syllable words.) Keep the lists short, with three to five words in each column.

- *Let's select a theme for our dance. We'll choose a theme we have been exploring in the classroom, because we will have plenty of prior knowledge about it.*
- *The next step is to generate ideas. Our chart has four sections – one section each for one-syllable words, two-syllable words, three-syllable words, and four-syllable words.*
- *What are some one-syllable words that relate to our theme?*

 Repeat with two, three, and four-syllable words.

#### **5. Lead students to clap the rhythm of the syllables of the words.**

 Guide students as they clap one-syllable words, which will be slow, like whole notes. The two-syllable words will be equivalent to half notes. The three-syllable words will be triplets. The four-syllable words will be faster, like quarter notes.

- *Let's clap the syllables as we say the words on our chart – one clap per syllable.*

#### **6. Guide creation of a Rhythm Choreography Sound Score. Select one word from each column. Decide the order of the words. Decide how many times each word will be repeated. Lead students as they chant the sound score.**

 Guided writing

- *We are creating meaning as writers, by choosing which words we will use in our sound score for our dance.*
- *Let's select one word from each section.*
- *Think about which words both show our theme and would make a good dance shape or movement.*
- *Which word should we say first? How many times should we repeat it?*

☰ Repeat the process with the other three words selected. Limit the number of repetitions of each word at a time to four or less.

- *Let's all chant the words we have chosen. Our choices have become the sound score for the dance.*

Sample:

form  
biography, biography, biography  
form  
narrative, narrative, narrative  
form  
fiction, fiction, fiction  
form

☑ Criteria-based process assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats.

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## **7. Facilitate choreography and rehearsal of the Rhythm Choreography Dance. Guide students to choose movements or shapes for each word of the sound score. Lead a rehearsal of the dance.**

📖 Interpreting

☰ The chanting of the words can be the sole accompaniment for the dance, or you can use percussion instruments in addition to the words.

- *Now we will create meaning as dancers, by choosing which movements we will use in our dance.*
- *We will work together to choose a shape or movement to show the meaning of each word in the dance.*
- *Think about when you want to use a low level and when you want to use a high level.*
- *Do some movements in self-space and some in general space.*
- *Challenge yourself to use your whole body in your shapes and movements.*
- *The rhythm of the words will help you make a rhythm in the movements.*
- *We will practice our dance together. Say the words out loud as we do the dance.*

☑ Criteria-based process assessment: Chooses a shape or movement for each word of the sound score.

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## **8. Lead students through a performance of the Rhythm Choreography Dance. 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, interpreting, responding

- *After the dance has been performed, the job of the audience members will be to describe the movements and shapes they observed.*

- *What did you see? Describe the shapes. How do shapes show the meaning of the words?*
- *Describe the movements. Be very specific in your descriptions, so someone who did not see the shape or movement could do it exactly the same based on your verbal description. What did they do with their arms, legs, backs, etc.? What level was used? Was it in self or general space?*
- *How did the movements show the meaning of the words?*
- *Our reflection will make us better dancers and writers.*

Criteria-based teacher checklist, peer assessment: Chooses a shape or movement for each word of the sound score.

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## **9. Guide students in journal reflections.**

 Responding, independent writing in writer's notebook

 You may use the Rhythm Choreography Response Worksheets and insert them into journals.

- *Pull out your Arts Impact journals, and write our dance concepts for the day. Journals are a great way to check in with yourself.*
- *Choose one shape or movement from our Rhythm Choreography Dance. Describe the shape or movement and explain how it shows the meaning of the word.*

Criteria-based teacher checklist, self-assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

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## Day Two

### 1. Repeat *BrainDance* from Day One.

- *Be aware of the rhythms as you do the BrainDance.*
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### 2. Guide students in writing, choreographing, and rehearsing the Rhythm Choreography Dance in small groups. Ask students to get their Arts Impact journals and a pencil or distribute Rhythm Choreography Worksheets.

 Writing in writer's notebook, interpreting, group conferring

 Divide students into groups of about four. You could do this in advance to maintain the momentum of the class.

 You could choose to have one theme for the entire class, or give specific parameters for the theme selection, or leave the choice wide open.

 As the groups write and 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.

- *You will be generating ideas and then constructing meaning. There should be a relationship between the words to make the greatest meaning. What movements will you create for the different words?*
- *Here's your job as a writer and a choreographer:*
  1. *Select a theme (or the teacher assigns a theme based on classroom curriculum).*
  2. *Generate a word bank of one, two, three, and four-syllable words.*
  3. *Choose one word from each section.*
  4. *Decide the order of the words and the number of times you'll repeat each word.*
  5. *Choose movements or shapes to show the meaning of each word of the sound score. Decide when you will use a high or low level. Use both self and general space. Use your whole body.*
  6. *Practice dancing the dance as you chant the sound score with expressive voices.*
- *Ask yourself, does your movement show the meaning of the words?*

 If students are ready for an extra challenge, ask them to plan a spatial formation (e.g. a line, circle, clump) for their dance.

 Optional: Invite groups to collaborate with other groups to create accompaniment for the dances with either body percussion or percussion instruments.

 **Criteria-based teacher checklist, self-assessment:** Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats. Chooses a shape or movement for each word of the sound score.

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### 3. Lead students through a performance of the Rhythm Choreography Dance. Ask each group to perform, and the audience to respond. Review performer and audience behavior.

 Sharing, observing, responding

☰ You could choose to ask students to write their sound scores on big paper or to display them on the document camera so they can see them as they perform.

- *After the dance has been performed, the job of the audience will be to describe the movements and shapes they observed. How did they show the meaning of the words?*
- *Reflecting makes us better dancers and writers.*

☑ Criteria-based teacher checklist, peer assessment: Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats. Chooses a shape or movement for each word of the sound score.

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#### **4. Guide students in journal reflections.**

📖 Responding, independent writing in writer's notebook

☰ You may use the Rhythm Choreography Response Worksheets and insert them into journals.

- *Pull out your Arts Impact journals, and write our dance concept for the day. Journals are a great way to check in with yourself.*
- *Choose one shape or movement from your group's Rhythm Choreography Dance. Describe the shape or movement and explain how it shows the meaning of the word.*

☑ Criteria-based teacher checklist, peer assessment: In writing, describes one shape or movement and explains how it shows the meaning of the word.

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## ***Rhythm Choreography Worksheet***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Theme: \_\_\_\_\_

|                      |                     |
|----------------------|---------------------|
| one-syllable words   | two-syllable words  |
| three-syllable words | four-syllable words |

Write your Rhythm Choreography Sound Score in the space below.

## ***Rhythm Choreography Response Worksheet***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choose one word from your sound score: \_\_\_\_\_

Describe the shape or movement you used to dance the word. (Be specific. Here are some questions that might help you. What parts of the body were used? Was it on a low or high level? Was it in self or general space?)

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How does the shape or movement show the meaning of the word?

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

Fifth Grade Lesson Three: *Rhythm Choreography*

**STUDENT SELF-ASSESSMENT WORKSHEET**

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

| Disciplines  | <b>DANCE</b>   | <b>WRITING</b>  | <b>DANCE AND WRITING</b>                                      |                                  |  | Total<br>5 |
|--------------|--|---|---|----------------------------------|--|------------|
| Concept      | <b>Rhythm</b>  | <b>Rhythmical Sound Score</b>   | <b>Rhythm Choreography Dance</b>                              |                                  |  |            |
| Criteria     | Performs patterns of long/slow and short/fast sounds or movements. | Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats. | Choreography  | Written Response                 |  |            |
| Student Name |  |   | Chooses a shape or movement for each word of the sound score. | Describes one shape or movement. | Explains how it shows the meaning of the word. |            |
|              |  |   |   |                                  |  |            |

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

Fifth Grade Lesson Three: *Rhythm Choreography*

**CLASS ASSESSMENT WORKSHEET**

| Disciplines  | <b>DANCE</b>   | <b>WRITING</b>  | <b>DANCE AND WRITING</b>                                      |                                  |  | Total<br>5 |
|--------------|--|---|---|----------------------------------|--|------------|
| Concept      | <b>Rhythm</b>  | <b>Rhythmical Sound Score</b>   | <b>Rhythm Choreography Dance</b>                              |                                  |  |            |
| Criteria     | Performs patterns of long/slow and short/fast sounds or movements. | Selects a one-syllable, a two-syllable, a three-syllable, and a four-syllable word. Puts them in order. Decides how many times each word repeats. | Choreography  |                                  | Written Response                               |            |
| Student Name |  |   | Chooses a shape or movement for each word of the sound score. | Describes one shape or movement. | Explains how it shows the meaning of the word. |            |
| 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: *Rhythm Choreography*

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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 ideas.

- We did the BrainDance to warm-up our brains and our bodies.
- We learned and explored this dance concept: rhythm.
- We generated ideas by selecting a theme and brainstorming a list of one, two, three, and four-syllable words that relate to the theme.
- We created meaning by using our one, two, three, and four syllable words to make a Rhythm Choreography Sound Score, by deciding the order and number of repetitions of the words.
- We made choices about which movements to perform for our Rhythm Choreography Dance to match the words in the sound score.
- We reflected upon our process by choosing one word from the Rhythm Choreography Sound Score, describing its shape or movement from the dance, and explaining how it showed the meaning of the word.

You could look for one, two, three, and four-syllable words at the mall or at the park. Say them and listen to the rhythm of the words. Ask your child to show you the Rhythm Choreography Dance.

### Enduring Understanding

Combining long/slow and short/fast sounds or movements creates rhythm in dance and in language.