

## ARTS IMPACT LESSON PLAN

### Dance and Literacy Infused Lesson

#### *Dancing Animal Actions*

Authors: Sandra VanHoof with Jo Petroff      Grade Level: Pre-kindergarten

#### Enduring Understanding

Moving with strong or light energy can communicate characters and their actions.

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

*Students read Brown Bear, Brown Bear, What Do You See? by Eric Carle. They create shapes that show who the animal characters are. They move with strong or light energy to show what the animals' actions are. As the teacher reads the book, students dance the story by using shapes and movements to communicate who the characters are and what they are doing.*

#### Learning Targets and Assessment Criteria

**Target:** Creates animal character shapes in self-space.

**Criteria:** Creates a still form that stays in one spot and represents an animal in the story.

**Target:** Dances through the general space using the dance concept of energy.

**Criteria:** Moves through the room using powerful/strong and light/delicate animal actions.

**Target:** Communicates effectively.

**Criteria:** Makes shapes and movements to represent the animals in the story and their actions.

#### Vocabulary

Arts Infused:

Action

Literacy:

Character

Arts:

General Space

Light/Delicate

Powerful/Strong

Self-space

Shape

#### Materials

**Museum Artworks or Performance**  
**Seattle, WA**

Pacific Northwest Ballet

**Tacoma, WA**

Broadway Center for the Performing Arts

**Materials**

*Brown Bear, Brown Bear What Do You See?* by Eric Carle; Class Assessment Worksheet

**Music:**

*BrainDance Music*, by Eric Chappelle

#### 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: Space, Shape

1.1.3 Elements: Energy

2.1.1 Creative Process

2.2.1 Performance Process

2.3.1 Responding Process

4.2.1 Connection between Dance and Literacy

**Early Learning Guidelines, if applicable**

*For a full description of Washington State Early Learning and Child Development Guidelines see:*

<http://www.del.wa.gov/development/guidelines/>

(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; show coordination & balance; enjoy challenge of new activities.

(Age 4-5) 5. Communicating (literacy): Reading: Use actions to show ideas from stories, signs, pictures, etc.

(Age 4-5) 6. Learning about my world: Arts: understand that different art forms (such as dance, music or painting) can be used to tell a story; show creativity and imagination.

*continued*

## Learning Standards

### **Common Core State Standards (CCSS) in ELA**

*For a full description of CCSS ELA Standards by grade level see:*

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

### **Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language**

Demonstrate independence.

Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Read *Brown Bear, Brown Bear, What Do You See?* by Eric Carle. Introduce movement safety and dance concepts of shape and self and general space.

 Although this lesson references a specific story, it is by no means limited to any one story. These strategies can be applied to other stories used in the classroom.

## Lesson Steps Outline

**1.** Warm up students with an animal version of *The BrainDance with Rhymes*. Music: “The BrainDance with Rhymes” from *BrainDance Music* by Eric Chappelle

**2.** Introduce the dance concept: shape. Lead an exploration of animal character shapes in self-space.

 Criteria-based teacher checklist and self-assessment: Creates a still form that stays in one spot and represents an animal in the story.

**3.** Introduce strong and light energy. Leads an exploration of animal character actions through general space using strong and light energy.

 Criteria-based teacher checklist and self-assessment: Moves through the room using powerful/strong and light/delicate animal actions.

**4.** Introduce the 21<sup>st</sup> Century Skill of Communication.

**5.** Read the story as the students communicate the characters and their actions with their shapes and strong or light energy.

 Criteria-based teacher checklist: Makes shapes and movements to represent the animals in the story and their actions.

**6.** Lead reflection.

 Criteria-based reflection: Describes how strong or light energy was used to represent a character.

## LESSON STEPS

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### 1. Warm up students with an animal version of *The BrainDance with Rhymes*.

Music: "The BrainDance with Rhymes" from *BrainDance Music* by Eric Chappelle

- *Let's use some of the BrainDance rhymes to create some of the animals we see in the Brown Bear story.*

**Tactile:** "Hickory Dickory Dock" #18

- *We'll be red birds. Squeeze up the clock with bird claws, peck instead of tap, flutter instead of brush.*

**Core-Distal:** "Twinkle Twinkle Little Star" #19

- *Expand into the biggest bear and shrink into the tiniest frog.*

**Head-Tail:** "Pussy Cat" #21

- *Show me purple cats stretching, arching, and wagging.*

**Upper-Lower:** "I Shake my Hands; I Kick my Feet" #22

- *Let's be yellow ducks. Use your wings and your webbed feet.*
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### 2. Introduce the dance concept: shape. Lead an exploration of animal character shapes in self-space.

- *Dancers use their bodies to make creative and interesting shapes. They use their whole bodies and they are totally frozen, except they can breathe and blink. They stay in their self-space.*
- *Make a big shape, a small shape, a high shape, a low shape.*
- *Did you use your whole bodies? Did you stay in one spot?*
- *Let's make the shapes of animals in our story.*
- *Show me a bear shape.*

▣ Continue exploring the shapes of the characters in the book in self-space.

☑ Criteria-based teacher checklist and self-assessment: Creates a still form that stays in one spot and represents an animal in the story.

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### 3. Introduce strong and light energy. Leads an exploration of animal character actions through general space using strong and light energy.

- *Dancers can dance with strong or powerful energy. Move around the room with strong energy. Don't touch anyone!*
- *Dancers can dance with light or delicate energy. Move around the room with light energy.*

- *What did you do with your body to show strong energy?*
- *How did you show light energy?*
- *What was different?*
- *Let's use strong or light energy to dance some of the characters in our book.*
- *Should we use strong or light energy to dance the bear?*
- *Travel through the general space doing the bear dance.*

☐ Continue exploring the movement of the characters in the book in general space using strong or light energy.

☑ Criteria-based teacher checklist and self-assessment: Moves through the room using powerful/strong and light/delicate animal actions.

#### **4. Introduce the 21<sup>st</sup> Century Skill of Communication.**

- *In the book, the illustrations and the text communicated who the characters were and what they were doing. When we are dancing, we use our shapes and movements to communicate our characters and their actions.*
- *We are using the 21<sup>st</sup> Century Skill of Communication when we use our faces and bodies to show who the characters are and what they are doing. Will you repeat that word with me? COM-MU-NI-CA-TION. Let's tap the word into our shoulders while we say it again. COM-MU-NI-CA-TION. Let's tap another way. We'll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. COM-MU-NI-CA-TION.*

#### **5. Read the story as the students communicate the characters and their actions with their shapes and strong or light energy.**

- *I'll read the story. When I say an animal character, first communicate by making the shape of the animal and then traveling through the general space showing the animal moving with strong or light energy.*

☑ Criteria-based teacher checklist: Makes shapes and movements to represent the animals in the story and their actions.

#### **6. Lead reflection.**

- *When did you use strong or powerful energy to communicate a character's actions? Why?*
- *When did you use light or delicate energy to communicate a character's actions? Why?*

☑ Criteria-based reflection: Describes how strong or light energy was used to represent a character.

**Optional follow-up:** Repeat the exploration using the recording, "Brown Bear, Brown Bear, What Do You See?" from *Playing Favorites* By Greg & Steve.

**ARTS IMPACT LESSON PLAN Dance and Literacy Infused Lesson**

Pre-kindergarten: *Dancing Animal Actions*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	DANCE/LITERACY	DANCE	DANCE/LITERACY	Total 3
Concept	Character and Shape	Energy	Communication	
Criteria	Creates a still form that stays in one spot and represents an animal in the story.	Moves through the room using powerful/strong and light/delicate animal actions.	Makes shapes and movements to represent the animals in the story and their actions.	
Student Name				
1.				
2.				
3.				
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5.				
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10.				
11.				
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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 literacy?

Teacher: \_\_\_\_\_

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

**ARTS AND LITERACY INFUSED LESSON: *Dancing Animal Actions***

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Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about how to represent animal characters from a story.

- We read *Brown Bear, Brown Bear, What Do You See?* by Eric Carle.
- We created shapes that showed who the animal characters were.
- We moved with strong or light energy to show what the animals' actions were.
- As the teacher read our book, we danced the story by using our shapes and movements to communicate who the characters were and what they did.

At home, you could read a story about animal characters or observe an animal in real life. Think about how animals move. Use your movements to communicate how the animals move.

**Enduring Understanding**

Moving with strong or light energy can communicate characters and their actions.