

ARTS IMPACT LESSON PLAN

Dance and Literacy Infused Lesson

I Know an Old Lady Who Swallowed a Fly

Authors: Sheryl Pernu and Brandi Stratton with Joanne Petroff Grade Level: Pre-kindergarten

Enduring Understanding

Physical expression can communicate a character.

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

In this dance and literacy lesson, students read a story (I Know and Old Woman Who Swallowed a Fly). They list the characters and decide on a level and movement to communicate each character. Students read the story again and did the movements they created for the animals and the old lady.

Learning Targets and Assessment Criteria

Target: Use movement on levels to represent the different characters in a story.

Criteria: Move on high, medium, or low levels to show the old lady and the animals.

Target: Communicates effectively.

Criteria: Physically expresses movements of an old lady, a fly, a spider, a bird, a cat, a dog, a goat, a cow, and a horse.

Vocabulary

Arts Infused:
Character
Story

Arts:
Levels: high, medium,
and low
Movement
Quick
Sharp
Slow
Smooth

Materials

Museum Artworks or Performance
Seattle, WA
Pacific Northwest Ballet

Tacoma, WA
Broadway Center for the Performing Arts

Materials
I Know an Old Lady Who Swallowed a Fly by Nadine Bernard Westcott; Chart paper and markers; Pictures of the characters in the story; Drum; Class Assessment Worksheet

Music:
Music for Creative Dance, Volume III, 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, Place, Level
- 1.1.2 Elements: Time
- 1.1.3 Elements: Energy
- 1.2.1 Skills and Techniques: Locomotor Movements and Non-locomotor Movements
- 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 (Pre-K – Grade 3)

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

Common Core State Standards (CCSS) in ELA

For a full description of CCSS 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.

**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.

Value evidence.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Lead a mini-version of BrainDance, focused on levels.

Read *I Know an Old Lady Who Swallowed a Fly*.

 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 students up with a BrainDance. Focus on levels.

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle, <http://www.aventurinemusic.com/>

 Criteria-based process assessment: Participates in the BrainDance according to teacher prompts.

2. Read *I Know an Old Lady Who Swallowed a Fly* so students are familiar with the story.

3. Brainstorm a list of the characters in the story.

4. Show pictures of all the characters in the story.

5. Introduce the dance concept of level.

 Criteria-based process assessment: Dances on low, medium, and high levels.

6. Introduce the 21st Century Skill of Communication.

7. Decide how each animal will move and how the old lady will move when she dies.

 Criteria-based teacher checklist: Move on high, medium, or low levels to show the old lady and the animals. Physically expresses movements of an old lady, a fly, a spider, a bird, a cat, a dog, a goat, a cow, and a horse.

8. Retell the whole story with movements when character's name is spoken.

Criteria-based teacher checklist: Move on high, medium, or low levels to show the old lady and the animals. Physically expresses movements of an old lady, fly, a spider, a bird, a cat, a dog, a goat, a cow, and a horse.

9. Talk about the dance.

Criteria-based self-assessment and reflection: Reflects on how levels and movements communicated the characters in our story.

LESSON STEPS

1. Warm students up with a BrainDance. Focus on levels. (BrainDance originally developed by Anne Green Gilbert, www.creativedance.org, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).
Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle, <http://www.aventurinemusic.com/>

Breath (Before the music begins. Standing.)

- *Your muscles and your brain need oxygen, so inhale through your nose and exhale through your mouth. Breathe deeply and slowly.*

Tactile (When the music begins. Standing)

- *Wake up your hands. Tap from the top of your head all the way to your toes.*

Core-Distal (Sitting)

- *Sit down. Grow into a big shape. Shrink into a small shape.*

Head-Tail (Standing)

- *Stand up. Curl your spine forwards and backwards and forwards and backwards.*
- *Curve from side to side.*

Upper Half (Sitting)

- *Sit down. The top half of your body dances, while the lower half is frozen.*

Lower Half (Sitting)

- *The lower half of your body dances, while the upper half is frozen.*

Body-Half Right, then Left (Standing)

- *Stand up. Your left side is frozen and only the right side dances.*
- *Now the right side is frozen and the left half dances.*

Cross-Lateral (Sitting)

- *Sit down. Use your hands to draw lines crossing in front of your body. What other crisscross movements can you do?*

Eye Tracking (Sitting)

- *Keep your eyes on your right hand. Move it from one side to the other and up and down.*
- *Watch your left hand as you smoothly move it from side to side and up and down.*

Spin/Vestibular (Standing)

- *Stand up. Glue your arms to your sides. Turn. Freeze in a shape. Turn the other direction. Freeze in a shape.*

Breath (Standing)

- *Breathe quietly.*
- *Did anyone notice some changes we made in the BrainDance today? Right! We went from standing to sitting, back to standing, etc. In dancer terms, we were using levels.*

Criteria-based process assessment: Participates in the BrainDance according to teacher prompts.

2. Read *I Know an Old Lady Who Swallowed a Fly* so students are familiar with the story.

- *Listen to our story and look at the pictures. Notice who the characters are.*
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3. Brainstorm a list of the characters in the story.

☐ Chart student response.

- *Let's make a list of all the animals in the story. Is there a character in the story who is not an animal (old lady)?*
-

4. Show pictures of all the characters in the story.

- *Look at the spider, how do you think he would move?*
-

5. Introduce the dance concept of level.

☐ Play a drum for accompaniment.

- *When we add levels to our movements we make them more interesting. Before we dance all our characters, let's dance on different levels. Then we can choose different levels for our characters.*
- *Now we are going to use our whole bodies to dance on different levels. Let's determine as a group what the parameters or boundaries of high, medium, and low will be.*
- *How can you tell if a dancer is dancing on a low level? Let's dance on a low level.*
- *How can you tell if a dancer is dancing on a medium level? Let's dance on a medium level.*
- *How can you tell if a dancer is dancing on a high level? Let's dance on a high level.*

☑ Criteria-based process assessment: Dances on low, medium, and high levels.

6. Introduce the 21st Century Skill of Communication.

- *I am using the 21st Century Skill of Communication. 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.*
 - *Communication means using our bodies to show our ideas. We will use our body movement to communicate our characters from our story.*
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7. Decide how each animal will move and how the old lady will move when she dies.

- *Let's plan how each animal and the old lady will move. That way our movement will communicate who the character is.*
- *Some animals will be on a high level. Some will be medium and some will be low. What level will the fly move on? How will he move?*

▣ For example:

- Students could show a fly on a high level with quick, fluttering hand movements as they travel through general space.
 - Spider could do low level "crab-like" walking in general space.
 - Bird could do high level soaring with smooth, swooping energy in general space.
 - Cat could do low level, smooth, arching back and self-grooming movements, and curling into a little ball on floor.
 - Dog could do medium level crawling on all fours using sharp direction changes, stopping to pant with tongue, wag backside, or sit up on hind legs.
 - Goat could do medium level quick, sharp jumping movements on two legs, stopping periodically to "eat" abstractly in the air.
 - Cow could walk at a medium level, with swaying, meandering steps in general space.
 - Horse could gallop at medium level in general space.
 - The old lady could "die" in smooth, slow motion and melt to the ground in self-space.
- *When we have decided how each character moves, we'll practice each one.*
 - *Let's practice the old lady dying in slow motion; she uses smooth movements while melting to a puddle on the floor.*

Criteria-based teacher checklist: Move on high, medium, or low levels to show the old lady and the animals. Physically expresses movements of an old lady, a fly, a spider, a bird, a cat, a dog, a goat, a cow, and a horse.

8. Retell the whole story with movements when character's name is spoken.

- *There once was ...*

Criteria-based teacher checklist: Move on high, medium, or low levels to show the old lady and the animals. Physically expresses movements of an old lady, fly, a spider, a bird, a cat, a dog, a goat, a cow, and a horse.

9. Talk about the dance.

- *What level was the fly on? How did our movements communicate that we were dancing the flies.*
- *What level was the dog on? How did we move when we were the horse?*

Criteria-based self-assessment and reflection: Reflects on how levels and movements communicated the characters in our story.

ARTS IMPACT LESSON PLAN Dance and Literacy Infused Lesson

Pre-kindergarten: *I Know an Old Lady Who Swallowed a Fly*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE	DANCE									Total 9
Concept	Level	Communication									
Criteria	Move on high, medium, or low levels to show the old lady and the animals.	Physically expresses movements of:									
Student Name		an old lady	a fly	a spider	a bird	a cat	a dog	a goat	a cow	a horse	
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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: *I Know and Old Lady Who Swallowed a Fly*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about using levels and movement to show a character in a story.

- We learned about how we can use our movement to show a character in a story.
- We read *I Know an Old Lady Who Swallowed a Fly*.

We made a list of all the characters in the book: a fly, a spider, a bird, a cat, a dog, a goat, a cow, a horse and an old lady.

- We used different levels to create movement for each character.
- We read the story again and did the movements we created for the animals and the old lady.

You could read a story together with your child. Ask you child to show you how to bring the characters to life through levels and movement.

Enduring Understanding

Physical expression can communicate a character.