

## ARTS IMPACT LESSON PLAN

### Dance and Social Emotional Learning Infused Lesson

#### Mood Meter Dance

Authors: Christopher Robert with Debbie Gilbert      Grade Level: K-5

#### Enduring Understanding

Dancing with smooth or sharp energy can show emotions.

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

*Students discover that characters in a story can show emotions that they can place on the Mood Meter. They dance with smooth and sharp energy to show emotions from the Mood Meter. They connect music with quadrants on the Mood Meter and create a Mood Meter Dance that uses smooth and sharp energy to dance the four quadrants on the Mood Meter.*

#### Learning Targets and Assessment Criteria

**Target:** Demonstrates specific types of energy.

**Criteria:** Uses smooth (flowing, connected) and sharp (abrupt stopping/starting, choppy) movements.

**Target:** Creates a Mood Meter Dance.

**Criteria:** Dances with smooth and sharp energy to illustrate the four quadrants (red, yellow, blue, and green).

**Target:** Collaborates with others.

**Criteria:** Communicates ideas to others; makes compromises; incorporates input/feedback.

#### Vocabulary

##### Arts Infused:

Low Energy  
High Energy

##### Social Emotional

##### Learning:

Mood Meter

##### Arts:

Smooth Energy  
Sharp Energy

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Pacific Northwest Ballet  
University of Washington World Series of Dance

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

*Maggie and Max in Autumn* by Janet Craig; Mood Meter Chart, Mood Meter ASL Chart; *Writing Dances* CD; Class Assessment Worksheet; 4 laptops (optional)

##### Mood Meter Dance music:

"Walk On By" – Dionne Warwick  
"And I'm Telling You I'm Not Going" – Jennifer Hudson  
"Put Your Records On" – Corinne Bailey Rae  
"I Wanna Dance With Somebody" – Whitney Houston

##### Video links:

"Walk On By" –  
<https://www.youtube.com/watch?v=mrNpzSqtE4E> (0:00-0:38)  
"And I'm Telling You I'm Not Going" –  
<https://www.youtube.com/watch?v=RCDDx2JFnaQ> (5:53-6:26)  
"Put Your Records On" –  
<https://www.youtube.com/watch?v=RSIrvVqN8cY> (0:08-0:55)  
"I Wanna Dance With Somebody" –  
<https://www.youtube.com/watch?v=nMol0ZypWrs> (3:58-4:36)

#### 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>

- 1.1.3 Elements: Energy
- 1.1.4 Principles of Choreography: Theme, Contrast
- 1.2.1 Skills and Techniques: Concentration, Control, Focus
- 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 Social Emotional Learning

*continued*

**Early Learning Guidelines**

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

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

(Age 4-5) 1. About me and my family and culture: Self-management: Associate emotions with words and facial expressions.

(Age 4-5) 2. Building relationships: Social behaviors: Connect emotions with facial expressions.

(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) 6. Learning about my world: Arts: Show creativity and imagination.

## ICON KEY:

-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

## Pre-Teach

Discuss movement safety. Review the Mood Meter. Practice sign language for 'B'/blue, 'R'/red, 'G'/green, and 'Y'/yellow to signify quadrant on the Mood Meter. Note: This lesson uses *Maggie and Max in Autumn* as an example, but any picture book in which there are obvious emotions/feelings from all four quadrants would suffice here.

## Lesson Steps Outline

### Day One

**1.** Read the teaching point and then lead students in reading the teaching point.

**2.** Read *Maggie and Max in Autumn* by Janet Craig. During the story, ask students to identify which quadrant of the Mood Meter the character is at that moment.

 Criteria-based process assessment: Uses sign language to label characters' emotions. Gives evidence for choice.

**3.** Play and analyze the music for the Mood Meter Dance.

 Criteria-based process assessment: Connects music with quadrants on the Mood Meter.

**4.** Introduce and lead exploration of smooth and sharp energy. Connect the two types of energy with the Mood Meter.

 Criteria-based teacher checklist: Uses smooth (flowing, connected) and sharp (abrupt stopping/starting, choppy) movements.

## Day Two

**1.** Read the teaching point (amended for day two) and then lead students in reading the teaching point.

**2.** Facilitate viewing of video clips that match each piece of music from *Mood Meter Dance*.

Criteria-based process assessment: Connects music videos with the Mood Meter.

**3.** Discuss physical and emotional movement safety.

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

**5.** Guide collaboration and creation of the *Mood Meter Dance*.

Criteria-based teacher checklist: Dances with smooth and sharp energy to illustrate the four quadrants (red, yellow, blue, and green). Communicates ideas to others; makes compromises; incorporates input/feedback.

**6.** Lead performance and response.

Criteria-based teacher checklist, peer assessment: Dances with smooth and sharp energy to illustrate the four quadrants (red, yellow, blue, and green).

## LESSON STEPS

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### Day One

#### 1. Read the teaching point and then lead students in reading the teaching point.

- *I can identify characters' emotions and plot them on the Mood Meter and use my knowledge of the Mood Meter to create a Mood Meter Dance.*
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#### 2. Read *Maggie and Max in Autumn* by Janet Craig. During the story, ask students to identify which quadrant of the Mood Meter the character is at that moment.

▮ Display Mood Meter chart. Display Mood Meter ASL chart.

- *I am going to read Maggie and Max in Autumn. At four times in the story, I'll stop. I'll name a character and ask you which quadrant of the Mood Meter that character is in at the moment.*
- *You can use your sign language to show the quadrant: 'B'/blue, 'R'/red, 'G'/green, and 'Y'/yellow.*
- *Turn and talk with your partner to discuss why you chose that quadrant.*
- *What kind of evidence did you use to make your choice? (e.g. words or pictures from the text, tone of the reader's voice)*

☑ Criteria-based process assessment: Uses sign language to label characters' emotions. Gives evidence for choice.

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#### 3. Play and analyze the music for the Mood Meter Dance.

Music: "Walk On By" – Dionne Warwick (0:00-0:38) (blue)

"And I'm Telling You I'm Not Going" – Jennifer Hudson (5:53-6:26) (red)

"Put Your Records On" – Corinne Bailey Rae (0:08-0:55) (green)

"I Wanna Dance With Somebody" – Whitney Houston (3:58-4:36) (yellow)

- *Listen to the music.*
- *Can you identify to which quadrant of the Mood Meter each piece of music belongs?*

☑ Criteria-based process assessment: Connects music with quadrants on the Mood Meter.

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#### 4. Introduce and lead exploration of smooth and sharp energy. Connect the two types of energy with the Mood Meter.

- *Now we are going to dance with sharp and smooth energy in self-space. That means you will stay on one spot and use your whole body when you move — your head, your arms, your legs, and your back!*
- *Sharp movements are jerky. They stop and start. Move sharply in one spot. Freeze.*
- *Smooth movements are flowing. They keep going and don't stop. Move smoothly in one spot. Freeze.*

▮ Repeat moving with sharp and smooth energy a few more times until all students can show the dance concept.

- *What smooth and sharp movements did you do? How do you know?*
- *Where would you put sharp energy on the mood meter? Why? You might choose red or yellow because they are high-energy quadrants.*
- *Where would you put smooth energy on the mood meter? Why? You might choose blue or green because they are low-energy quadrants.*

Criteria-based teacher checklist: Uses smooth (flowing, connected) and sharp (abrupt stopping/starting, choppy) movements.

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## Day Two

### 1. Read the teaching point (amended for day two) and then lead students in reading the teaching point.

- *I can use my knowledge of the Mood Meter to create a Mood Meter Dance.*
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### 2. Facilitate viewing of video clips that match each piece of music from *Mood Meter Dance*.

- *Watch the facial expressions of the singers and note the energy levels of the singers in the videos.*

▣ To keep the video clips around 40 seconds each, select the times listed after each video below.

"Walk On By" – <https://www.youtube.com/watch?v=mrNpzSqtE4E> (0:00-0:38)

"And I'm Telling You I'm Not Going" – <https://www.youtube.com/watch?v=RCDDx2JFnaQ> (5:53-6:26)

"Put Your Records On" – <https://www.youtube.com/watch?v=RSIrvqN8cY> (0:08-0:55)

"I Wanna Dance With Somebody" – <https://www.youtube.com/watch?v=nMol0ZypWrs> (3:58-4:36)

- *What did you see? Where would you put each video clip on the Mood Meter? What is your evidence?*

▣ Before showing the "And I'm Telling You I'm Not Going" video, I did have to have a discussion about how I was a bit anxious to show this video as one student had made a snickering comment about the singer being fat when I showed it to my first class; students were nearly unanimous in agreeing that it was inappropriate to comment or belittle another person's body. So there was a good lesson there. Also, before showing "I Wanna Dance With Somebody," I talked about how there were a couple of dance moves - a flip and a shake/throw - that we would NOT use in our dance but that students should note the energy level in the video.

Criteria-based process assessment: Connects music videos with the Mood Meter.

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### 3. Discuss physical and emotional movement safety.

▣ Display "Norms, Space, Things to Remember" chart.

- *What can we do to support each other physically and emotionally as we dance?*
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**4. 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 2/3" #8, *Writing Dances* by Debbie Gilbert.

- *BrainDance is designed to warm up your body and make your brain work better simultaneously. It will help get us ready to create our Mood Meter Dance.*

#### **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.*

## 5. Guide collaboration and creation of the Mood Meter Dance.

▣ Split class into four groups. You could send each group to a corner of the dance space along with a laptop that had its song on a PowerPoint slide.

- *We'll make four groups. With your group, you will have five minutes to choreograph and rehearse dance movements with your piece of music. If you've designated your music red or yellow, you can use sharp energy. If your music is blue or green, use smooth energy.*
- *You will be using your 21<sup>st</sup> Century Skill of Collaboration. You will communicate with your group. You will make compromises. You will incorporate the feedback of the other members of your group.*
- *After five minutes, we'll rotate. We'll continue until each group has worked in all four quadrants.*

▣ You can choose longer than five minutes if necessary. You may also designate another time for students to rehearse before the performance.

☑ Criteria-based teacher checklist: Dances with smooth and sharp energy to illustrate the four quadrants (red, yellow, blue, and green). Communicates ideas to others; makes compromises; incorporates input/feedback.

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## 6. Lead performance and response.

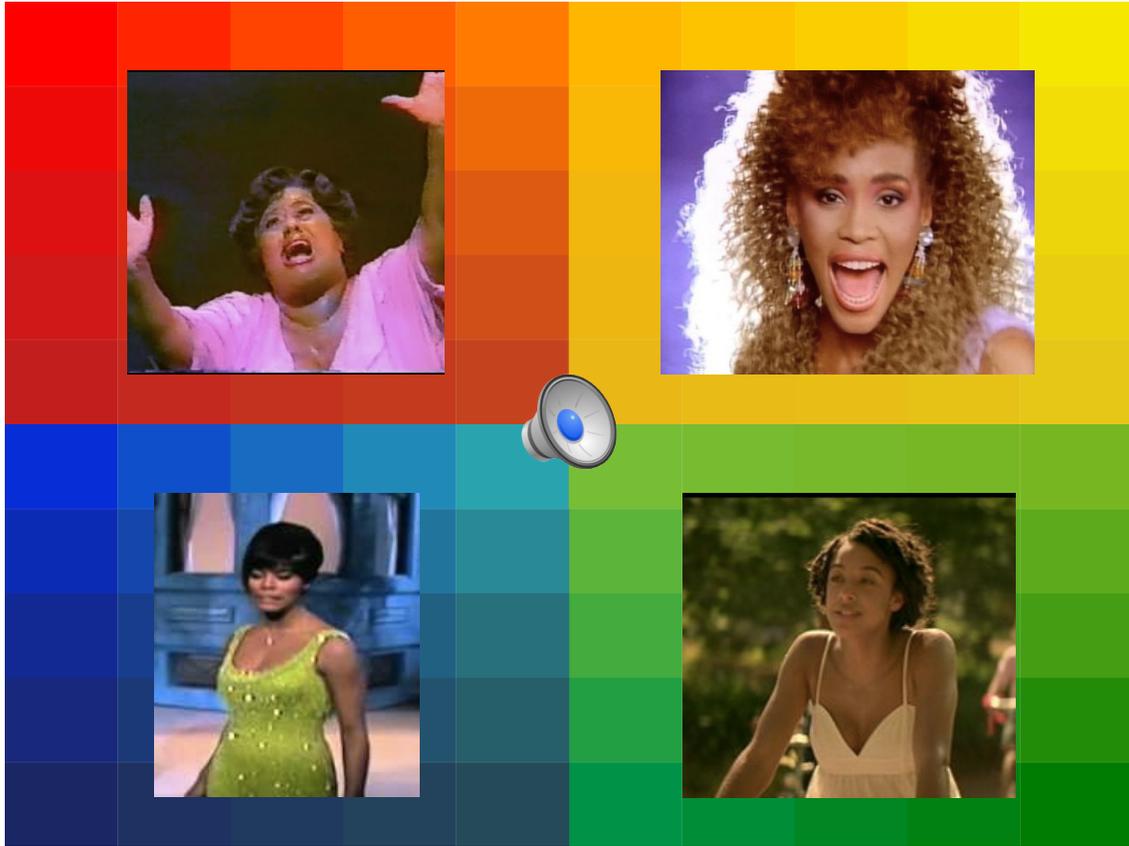
▣ Split class into two groups; each group has the chance to be the performing group while the other group was the audience.

- *Performers, what do you expect from your audience?*
- *Audience, what do you expect from your performers?*
- *Audience, what examples of smooth and sharp energy did you see?*
- *What did the performers do that told you which quadrant of the Mood Meter they were dancing?*

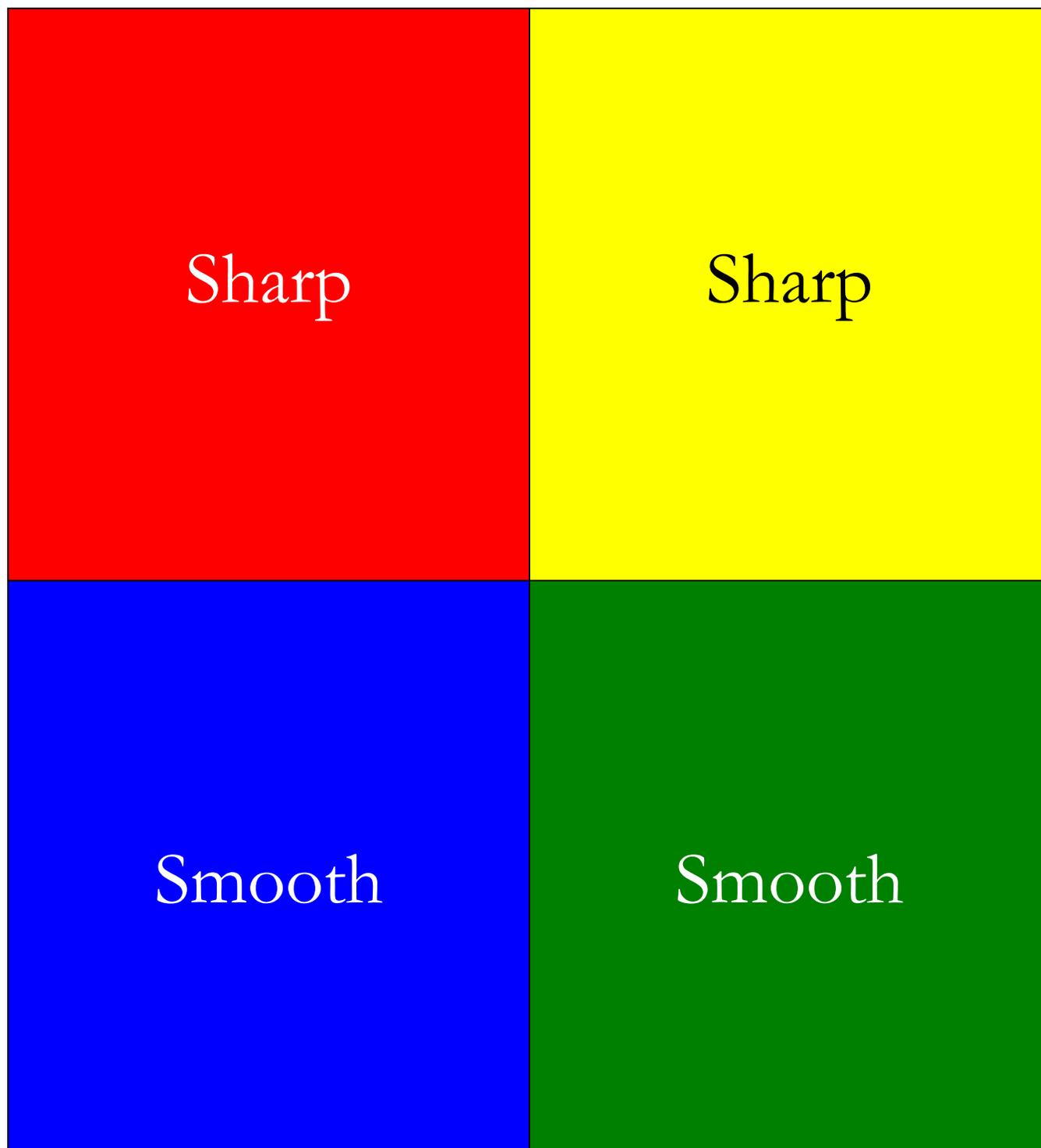
☑ Criteria-based teacher checklist, peer assessment: Dances with smooth and sharp energy to illustrate the four quadrants (red, yellow, blue, and green).

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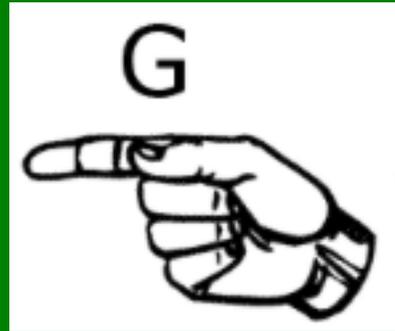
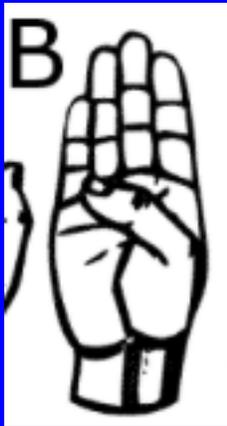
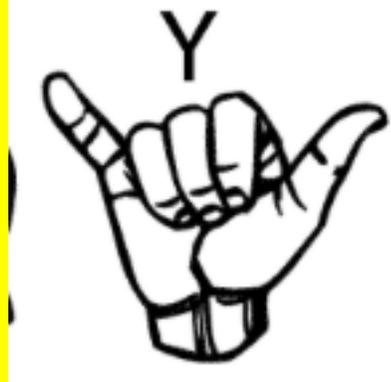
## *Mood Meter Dance Music*



*Mood Meter Dance Sharp and Smooth on the Mood Meter*



*Mood Meter Dance ASL Colors*



**ARTS IMPACT LESSON PLAN Dance and Social Emotional Learning Infused Lesson**

*Mood Meter Dance*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	DANCE		DANCE/SOCIAL EMOTIONAL	DANCE/SOCIAL EMOTIONAL	Total 4
Concept	Energy		Mood Meter Dance	Collaboration	
Criteria	Uses smooth (flowing, connected) movements.	Uses sharp (abrupt stopping/starting, choppy) movements.	Dances with smooth and sharp energy to illustrate the four quadrants (red, yellow, blue, and green).	Communicates ideas to others; makes compromises; incorporates input/feedback.	
Student Name					
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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 social emotional learning?*

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

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

**ARTS AND SOCIAL AND EMOTIONAL LEARNING INFUSED LESSON: *Mood Meter Dance***

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Dear Family:

Today your child participated in an **Arts and Social and Emotional Learning Infused** lesson. We talked about the Mood Meter.

- We discovered that characters in a story can show emotions that we can place on the Mood Meter.
- We connected dancing with smooth and sharp energy with quadrants on the Mood Meter.
- We connected music with quadrants on the Mood Meter.
- We created a Mood Meter Dance that used smooth and sharp energy to dance the four quadrants on the Mood Meter.

At home, you could plot your mood on a Mood Meter. Ask your child to show you how you can use smooth or sharp energy to dance the emotions.

**Enduring Understanding**

Dancing with smooth or sharp energy can show emotions.