

## ARTS IMPACT LESSON PLAN

### Dance and Literacy Infused Lesson

#### *Robot Action Dance*

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Grade Level: Pre-kindergarten

#### Enduring Understanding

Moving in one spot (self-space) and moving through space (general space) can add variation to choreography of a song or piece of music.

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

*Students explore dancing in self and general space. They create a dance to a robot song in which they perform movement in self-space for the action words in the song and sharp traveling robot moves through the general space during the instrumental parts of the song.*

### Learning Targets and Assessment Criteria

**Target:** Moves sharply in general space.

**Criteria:** Performs jerky, segmented, robotic actions through the room during the instrumental sections of the song/music.

**Target:** Thinks creatively.

**Criteria:** Demonstrates at least two ways to perform an action.

**Target:** Moves in self-space reflecting descriptive words in the song.

**Criteria:** Performs action words from the song while staying in one spot.

#### Vocabulary

Arts Infused:

*Descriptive action words:*

Bending  
Blinking  
Jerking  
Tapping

Literacy:

Action Word

Arts:

General Space  
Levels  
Movement  
Self-space  
Sharp

#### Materials

**Museum Artworks or Performance  
Seattle, WA**

Pacific Northwest Ballet

**Tacoma, WA**

Broadway Center for the Performing Arts

**Materials**

"BrainDance with Rhymes" from *BrainDance Music* by Eric Chappelle; drum; pictures of robots; "Doin' the Robot" #4, *Hug the Earth*, music by Dennis Westfall, recorded by Tickle Tune Typhoon; Class Assessment Worksheet

#### 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: 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/ELStandards/>

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

**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

Introduce “BrainDance with Rhymes.” Introduce the dance concepts of self-space and general space.

 Although this lesson references a specific song, it is by no means limited to any one song. These strategies can be applied to many songs that are used in the classroom.

### Lesson Steps Outline

**1.** Lead the BrainDance with Rhymes Warm-up.

Music: #17-26 “BrainDance with Rhymes” from *BrainDance Music* by Eric Chappelle.

 Criteria-based process assessment: Participates in warm-up according to teacher prompts.

**2.** Review self and general space.

 Criteria-based process assessment: Moves in self and general space.

**3.** Show pictures of robots and explore how they might move.

 Criteria-based process assessment: Moves sharply.

**4.** Introduce the song, “Doin’ the Robot.”

**5.** Lead the beginning of the dance: moving from a low to a high level in self-space.

Music: #4 “Doin’ the Robot” by Dennis Westfall from *Hug the Earth* by Tickle Tune Typhoon

 Criteria-based process assessment: Makes shapes changing levels for the introduction of the song.

**6.** Guide practice of the instrumental sections of the song: robot movement through the general space.

 Criteria-based teacher checklist: Performs jerky, segmented, robotic actions through the room during the instrumental sections of the song/music.

**7.** Guide students in dancing the verses, following the actions from the song while staying in self-space. Assist them in identifying the action words in the song. Ask them to use the 21<sup>st</sup> Century Skill of Creative Thinking to try at least two movements for each action word and to choose the movement that best fits the meaning of the song.

Criteria-based teacher assessment: Demonstrates at least two ways to perform an action. Performs action words from the song while staying in one spot.

**8.** Lead students in movements for the chorus: turn, spin, or freeze.

Criteria-based process assessment: Turns, spins, or freezes during the chorus of the song.

**9.** Lead students in making shapes for the end of the song. During spelling of ROBOT have children repeat shapes from low to high on each letter as indicated from prompt above. Ask students at the end of the song for the last spelling of ROBOT, to deconstruct their robot from high to low.

Criteria-based process assessment: Makes shapes changing level for the end of the song.

**10.** Play the music and dance the whole dance. To reflect, ask the students to think about their dance.

Criteria-based teacher checklist, self-assessment: Performs action words from the song while staying in one spot. Performs jerky, segmented, robotic actions through the room during the instrumental sections of the song/music.

## LESSON STEPS

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### 1. Lead the BrainDance with Rhymes Warm-up.

▣ Follow the prompts on the BrainDance Music CD with the addition of self and general space. Make sure your students are familiar with this version of the BrainDance before you begin to add in the concepts of self and general space. This series of movements mirrors an infant's stages of motor development. (Originally developed by Anne Green Gilbert, video reference: BrainDance, Variations for Infants through Seniors).

Music: #17-26 "BrainDance with Rhymes" from *BrainDance Music* by Eric Chappelle.

### Breath–Bubble Gum

- *Today we are going to add ideas as we do the BrainDance. We're going to use the space around us as we blow up our bubbles. Breathe in through the nose and out the mouth. Grow from the center of your body when you inhale, and shrink when you exhale. Breathe all the way to your fingernails and toenails. Start sitting in a small circle. Move backward through the general space and then pop the bubble. Move forward again to form a smaller circle.*

### Tactile–Hickory Dickory Dock

- *Let's do this standing. Squeeze from your feet to your head as the mouse goes up the clock. When the clock strikes one, jump forward through the general space. On "Hickory Dickory Dock" move back to where you started. Squeeze, tap, and pat the body lightly (feet, legs, torso, arms, shoulders, neck, head, face).*

### Core-Distal–Twinkle Twinkle

- *Each time your reach out into your star shape take a step into the general space. Reach out and grow big. Curl and shrink small.*

### Head-Tail Movement–Bounce Like a Ball and Pussy Cat

- *Let's all sit down with the bottoms of our feet together in the butterfly position. We will do this next part staying in one spot. Dancers call this self-space. Curl or round your body forward from head to tailbone. Lengthen long or arch backwards. Add yoga "cat-cow" and curving side to side.*

### Upper/Lower Half Connection–I Shake My Hands

- *Let's stay sitting in one spot again. Only the top half of body dances. You can reach, shake or use a dance concept like sharp and smooth energy. Then, only the bottom half of body dances. You can kick, stomp or use a dance concept like fast and slow time or just do freestyle.*

### Body-Half Right & Left–One, Two, Buckle My Shoe

- *Let's do this one in self-space but lying down on our sides. The left side of the body holds still and only the right side dances. The right side of the body holds still and only the left side dances.*

### Cross-Lateral Connection & Eye Tracking–Miss Mary Mack

- *Self-space sitting. Crisscross legs. Crisscross arms. Reach your elbow across the middle of your body. Reach your elbow to opposite knee, or hand to opposite foot. Let your eyes follow your hand. Reach the left hand and then the right hand up and down. Use your eyes to follow your hand on cross lateral motions.*

### Vestibular Stimulation: Humpty Dumpty

- *Stay in one spot for this too. Tip or swing side-to-side and then forward and back. Spin.*

### **Crawling, Creeping, and Walking Patterns: Scaly Lizard, etc.**

- *Now we'll move forward and backward through the general space. Belly crawl forward and backward. Creep on hands and knees. Rise a little bit more from the floor and walk on hands and feet like a lumbering bear. Walk on two feet.*

Criteria-based process assessment: Participates in warm-up according to teacher prompts.

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### **2. Review self and general space.**

Use a drum for accompaniment.

- *When you move and stay in one spot, you are dancing in self-space.*
- *When you hear the drum, dance in your self-space. When I pause, freeze in a shape.*

Repeat a few times until you observe all students understand the concept.

- *When you move while traveling in the empty space in the room, you are dancing in general space.*
- *When you hear the drum, dance in the general space. When I pause, freeze in a shape.*

Repeat a few times until you observe all students understand the concept.

Criteria-based process assessment: Moves in self and general space.

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### **3. Show pictures of robots and explore how they might move.**

- *How do you think these robots move?*
- *Show me some robot moves with your arms.*
- *For our song today, our robot movements will be sharp, jerky, stopping and starting. Let's do sharp robot moves with our arms, our legs, our backs, and our whole bodies.*
- *Let's travel with robot sharp robot moves through general space.*

Criteria-based process assessment: Moves sharply.

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### **4. Introduce the song, "Doin' the Robot."**

- *We are going to do a dance to a song about a robot. We will do sharp movements.*
  - *During the parts with just music, we are going to travel in the general space.*
  - *During the parts with singing, we are going to dance the actions in our self-space.*
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**5. Lead the beginning of the dance: moving from a low to a high level in self-space.**

Music: #4 "Doin' the Robot" by Dennis Westfall from *Hug the Earth* by Tickle Tune Typhoon

- *Let's add some shapes for our introduction. At the start of the music, watch and join me in making sharp-segmented shapes from the ground up on each of the letters R-O-B-O-T from the song.*

Criteria-based process assessment: Makes shapes changing levels for the introduction of the song.

**6. Guide practice of the instrumental sections of the song: robot movement through the general space.**

- *When the music plays with no singing, dance through the general space with jerky robot moves.*
- *This time, during the singing parts of the songs, listen for the action words.*

Criteria-based teacher checklist: Performs jerky, segmented, robotic actions through the room during the instrumental sections of the song/music.

**7. Guide students in dancing the verses, following the actions from the song while staying in self-space. Assist them in identifying the action words in the song. Ask them to use the 21<sup>st</sup> Century Skill of Creative Thinking to try at least two movements for each action word and to choose the movement that best fits the meaning of the song.**

- *During the singing, what are the actions the singer is singing? We are looking for the action words. (raise, bend, blink, think, tap, turn, turn on and off, wiggle, move forward and back)*
- *We are going to use our Creative Thinking skills to choose which movements we should do for each action word. Will you repeat those words with me? CRE-A-TIVE THINK-ING. Let's tap the words into our shoulders while we say them again. CRE-A-TIVE THINK-ING. 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. CRE-A-TIVE THINK-ING.*
- *We'll try a few choices for each action word and then pick one that best shows the meaning of each action word in our dance.*

Repeat the process of trying at least two movements and making a creative choice of a movement for each action word in the verses of the dance.

Criteria-based teacher assessment: Demonstrates at least two ways to perform an action. Performs action words from the song while staying in one spot.

**8. Lead students in movements for the chorus: turn, spin, or freeze.**

- *When the singer sings, "Doin', Doin', the Robot, Robot," make your robot turn or spin or freeze.*

Criteria-based process assessment: Turns, spins, or freezes during the chorus of the song.

**9. Lead students in making shapes for the end of the song. During spelling of ROBOT have children repeat shapes from low to high on each letter as indicated from prompt above. Ask students at the end of the song for the last spelling of ROBOT, to deconstruct their robot from high to low.**

- *Now we are going to practice the shapes for the end of the song.*
- *The last time we will hear the singer spell "robot," start in a high shape. Every time you hear a letter, make a lower and lower shape so your robot shrinks to the ground.*

Criteria-based process assessment: Makes shapes changing level for the end of the song.

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**10. Play the music and dance the whole dance. To reflect, ask the students to think about their dance.**

- *Let's put all our sections together and dance our dance. We'll make shapes changing our level when we hear "robot" being spelled at the beginning and the end. When we hear the verses, we'll dance the actions in self-space. When we hear the chorus, we'll turn or spin or freeze. When we hear the instrumental parts, we'll dance sharply like robots in the general space.*
- *Let's dance!*
- *What actions did you do in self-space? How did you choose to do them?*
- *What sharp robot movements did you do in general space?*

Criteria-based teacher checklist, self-assessment: Performs action words from the song while staying in one spot. Performs jerky, segmented, robotic actions through the room during the instrumental sections of the song/music.

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

Pre-kindergarten: *Robot Action Dance*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	<b>DANCE</b>	<b>DANCE</b>	<b>DANCE/LITERACY</b>	Total 3
Concept	<b>Sharp Movement General Space</b>	<b>Creative Thinking</b>	<b>Action Words</b>	
Criteria	Performs jerky, segmented, robotic actions through the room during the instrumental sections of the song/music.	Demonstrates at least two ways to perform an action.	Performs action words from the song while staying in one spot.	
Student Name				
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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 IMPACT FAMILY LETTER

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### ARTS AND LITERACY INFUSED LESSON: *Robot Action Dance*

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Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about discovering and dancing action words in a song.

- We learned about doing actions in one spot (self-space) and traveling through the room (general space).
- We listened to “Doin’ the Robot” by Dennis Westfall, recorded by Tickle Tune Typhoon on *Hug the Earth*.
- We moved like robots.
- We danced in self-space doing the action words from the song and traveled through the general space like robots during the instrumental parts of the song.

At home, you could listen to a children’s song and dance the actions in the lyrics. Ask your child to show you how to use self and general space when you dance to music.

#### Enduring Understanding

Moving in one spot (self-space) and moving through space (general space) can add variation to choreography of a song or piece of music.