

ARTS IMPACT LESSON PLAN

Dance and Reading Infused Lesson

Six Important Events Dance

Author: Debbie Gilbert Grade Level: Fourth



Enduring Understanding

Determining important events and illustrating them through movement can show the plot of a work of literature.

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

In this reading and dance lesson, students choose the six most important events in a book read by the class. In small groups, they select which actions happened in each event and create movements to show each action. Students add repetition to make the dances more interesting and perform the dances in the sequence of the plot.

Learning Targets and Assessment Criteria

Target: Determines important episodes in the plot of a book.

Criteria: Selects and notates three details from a key event. Titles the event.

Target: Choreographs an Important Event Dance to show what happens in selected episode.

Criteria: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

Target: Responds to the Important Event Dance.

Criteria: In writing, lists one key detail from the event and describes the movement created to show what happened in that detail.

Vocabulary

Arts Infused:

Action
Event
Expression
Title

Reading:

Plot

Arts:

Choreographer
Movement
Performer
Repetition
Shape
Space:
 self and general

Materials

Museum Artworks or Performance

Seattle, WA

Pacific Northwest Ballet
UW World Series of Dance

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Lesson criteria chart; Selected novel, copies for each student or for each student group; Music player; *Reading Dances* CD by Debbie Gilbert; *Music for Creative Dance, Volume III* CD by Eric Chappelle; Computer with internet connection and projector; Drum/percussion instrument; Dance word sign: repetition; Choreography Refinement Task Chart; White board, document camera, or chart paper & markers; Choreographer's Worksheets, one per student; Choreographer's Response Worksheets, one per student; Writing pencils; 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: Shape, Space
- 1.1.3 Elements: Energy
- 1.1.4 Principles of Choreography: Repetition
- 1.2.1 Skills and Techniques: Performs Dances from Memory
- 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 Reading

Common Core State Standards in ELA

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

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

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize text.

continued

Connections:

Teachers College Readers Workshop

Video:

"The Gumboot Dance" from *Umoja*, a South African musical:

<http://www.youtube.com/watch?v=3x9EQYtQzk4>

"La Culebra" by the Ballet Folclórico de la Universidad de Guadalajara:

http://www.youtube.com/watch?v=DQjEU_XcrZQ&feature=related

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

SL.4.2. Paraphrase portions if a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

College and Career Ready Students in Reading

Demonstrate independence.

Build strong content knowledge.

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


Comprehend as well as critique.

Value evidence.

Come to understand other perspectives and cultures.

ICON KEY:

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

Pre-Teach

Introduce movement safety and the dance concepts of shape, rhythm, and self and general space. Do the BrainDance of Expression. Discuss the meaning of any emotion words from the BrainDance that are unfamiliar.

Select a book with an engaging plot (e.g. *Esperanza Rising* by Pam Muñoz Ryan, *The White Giraffe* by Lauren St. John, *Alvin Ho* by Lenore Look, *Out of the Dust* by Karen Hesse, *The Tiger Rising* by Kate DiCamillo, *I Was a Rat* by Philip Pullman, *The Phantom Tollbooth* by Norton Juster).

Read and discuss the book with the class.

Use thinking strategy: determining importance.

Lesson Steps Outline

Day One

1. Prepare students for dancing the important events of a book. Display criteria chart.

2. Chart the six most important events from the plot of selected novel.

3. Guide students in determining the detailed actions that make up the important events. Divide students into six small groups. Assign one of the important events to each group and distribute an Important Event Choreographer's Worksheet to each student. Ask students to choose three details that occur in their assigned key event and give their event a title.

Criteria-based teacher checklist: Selects and notates three details from a key event. Titles the event.

Day Two

1. Describe the plan for Day Two: generating ideas to create our dance.
2. Introduce repetition — a principle of choreography. Display dance word sign: repetition. Show videos of dancers demonstrating repetition.
3. Discuss expectations for safe dancing. Chart student response.
4. Lead students in *BrainDance of Expression* warm-up.
Music: "BrainDance of Expression, Fourth Grade" #5 *Reading Dances* by Debbie Gilbert.
5. Conduct an exploration of dance concepts of self and general space and shape. Play a drum for accompaniment.

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

6. Demonstrate and guide students in choosing movements to show the three details of an important event. Repeat each movement. Distribute Important Event Choreographer's Worksheets. Guide small groups through drafting choreography and rehearsing.
Music: "Fiesta", "Dancing Digits", "The Bayou Both-step", "Mr. E", or another choice from *Music for Creative Dance, Volume III* by Eric Chappelle.

Criteria-based process assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

7. Lead class reflection. Ask students to notate their movement choices.

Criteria-based reflection: Describes movement choices in writing.

Day Three

1. Describes the plan for Day Three: refining and rehearsing the dances.

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

Music: "BrainDance of Expression, Fourth Grade" #5 *Reading Dances*.

3. Guide refining and rehearsal of *Important Event Dances*. Display choreography refinement task chart. Distribute Important Event Choreographer's Worksheets.

Music: "Fiesta", "Dancing Digits", "The Bayou Both-step", "Mr. E", or other selections from *Music for Creative Dance, Volume III*.

Criteria-based teacher checklist, self and peer assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

4. Direct the performances of the drafts of the small group dances, with each group performing in the order that its important event happens in the book. Post a program order, listing each small group's title in sequential plot order. Review performer and audience behavior.

Criteria-based teacher checklist: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

5. Facilitate group response after each small group performance.

Criteria-based teacher checklist, self and peer assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

Day Four

1. Describe the plan for Day Four: refining, rehearsing, performing, and reflecting.

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

Music: "BrainDance of Expression, Fourth Grade" #5 *Reading Dances*.

3. Guide students in refining and rehearsing their Important Event Dances.

Distribute completed Important Event Choreographer's Worksheets for reference.

Criteria-based teacher checklist, self-assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

4. Direct the performance of The Six Important Event Dances without stopping in between dances.

Criteria-based teacher checklist: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

5. Facilitate verbal and written response to the dance. Distribute Important Event Choreographer's Response Worksheets and completed Important Event Choreographer's Worksheets for reference.

Criteria-based reflection, teacher checklist, self and peer assessment: In writing, lists one key detail from the event and describes the movement created to show what happened in that detail.

LESSON STEPS

Day One

1. Prepare students for dancing the important events of a book. Display criteria chart.

▣ For the criteria chart, you can use the criteria listed on the first page of this lesson. You may re-write it in kid-friendly language appropriate for your class.

- *We'll be using the creative processes of **generating ideas**, **constructing meaning**, and **reflecting** to choreograph a dance that shows the six most important events in the plot of our novel.*
 - *Today, we'll concentrate on **generating ideas**. We'll make a chart of the six events. Then, I'll divide you into six groups and give each group one of the key events. You will determine the actions that happen in your key event.*
 - *On another day, we'll create dances to show what happened in the important events.*
-

2. Chart the six most important events from the plot of selected novel.

📖 Discerning the important ideas or information

▣ You may choose to do this strategy with the whole class, or divide into small groups for brainstorming first and jigsaw the results together.

- *What are the six most important things or events that happen in our book?*
-

3. Guide students in determining the detailed actions that make up the important events. Divide students into six small groups. Assign one of the important events to each group and distribute an Important Event Choreographer's Worksheet to each student. Ask students to choose three details that occur in their assigned key event and give their event a title.

📖 Discerning the important ideas or information, group conferring

▣ If you choose the small groups in advance, you won't lose momentum as you transition into this strategy.

- *You are going to generate ideas for your dances by determining the details that happen in your key event. As a group, talk about what happens during your important event.*
- *Choose three details based on the words you read in the story. You will build your dance from those words and actions. You can refer to the book for details from your selected event. Notate them on your Important Event Choreographer's Worksheet.*
- *Choose a title for your important event. A good title will synthesize what happens in your important event. It will let your audience know what to expect in your dance. When you all agree on a title, write your title on your Important Event Choreographer's Worksheets. Don't fill in the second column yet. We'll fill in the second column describing the dance movements after we start dancing.*

Criteria-based teacher checklist: Selects and notates three details from a key event. Titles the event.

Day Two

1. Describe the plan for Day Two: generating ideas to create our dance.

- Today, we will be using the creative process of *generating ideas* to choreograph or create dances that show what happens in our important events.
-

2. Introduce repetition — a principle of choreography. Display dance word sign: repetition. Show videos of dancers demonstrating repetition.

📖 Mini-lesson, sharing professional work, connecting with prior knowledge

📺 Video examples:

“The Gumboot Dance” from *Umoja*, a South African musical:

<http://www.youtube.com/watch?v=3x9EQYtQzk4>

“La Culebra” by the Ballet Folclórico de la Universidad de Guadalajara:

http://www.youtube.com/watch?v=DQjEU_XcrZQ&feature=related

📺 You could also choose to find your own videos that represent a variety of styles and cultures. Look for video that shows repetition.

- Dancers use repetition to make their choreography more interesting. They use repetition when they repeat a movement. What do you know about repetition?
 - Try a movement like a stretch. Now repeat it four times. What’s another movement? How many times should we repeat it?
 - Let’s *generate ideas* by looking at these dancers. The first example is dancers from South Africa doing the Gumboot Dance. The second example is dancers from Mexico doing a dance called La Culebra.
 - How do the dancers use repetition?
-

3. Discuss expectations for safe dancing. Chart student response.

- What do you do when you are dancing so that everyone feels respected and safe so that they can be creative?
-

4. Lead students in *BrainDance of Expression* warm-up. (Originally developed by Anne Green Gilbert, www.creativedance.org, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*.)

Music: “BrainDance of Expression, Fourth Grade” #5 *Reading Dances* by Debbie Gilbert.

📺 The emotion words in the BrainDance were taken from the novels *Esperanza Rising*, *The White Giraffe*, and *Alvin Ho*.

- This BrainDance will warm-up your brain and your body and also give you the chance to *generate ideas* of ways to express feelings through movement. Being able to show emotions with your movements will help you to be more successful in dancing the plot of a story.

Breath

- *Breathe gently.*

Tactile

- *Irritably tap from the top of your head all the way to your toes.*

Core-Distal

- *Confidently grow into a large shape and doubtfully shrink into a small shape.*

Head-Tail

- *Carefully curl forwards and backwards and 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 with excitement.*
- *The lower half of your body is in motion, while the upper half is frozen. Move nervously.*

Body-Half Right and Left

- *Your left side is frozen and only the right side dances. Be frustrated.*
- *Now the right side is frozen and the left half dances. Move strongly.*

Eye-Tracking

- *Keep your eyes on your right thumb. Quietly move it from one side to the other and up and down.*
- *Sadly watch your left thumb moving side to side and up and down.*

Cross-Lateral

- *Show how terrific you feel as you reach across up high, up high, down low, down low.*

Spin/Vestibular

- *Apprehensively turn and be fantastic when you freeze in a shape. Repeat several times.*

Breath

- *Breathe gently.*

5. Conduct an exploration of dance concepts of self and general space and shape. Play a drum for accompaniment.

Mini-lesson

- *Before we begin to create our dances, let's practice dance concepts that we will use in our choreography.*
- *When you dance while staying in one spot, dancers call that self-space. Movements in self-space are called non-locomotor movements.*
- *When you dance while traveling through the empty space in the room, dancers call that general space. Movements in general space are called locomotor movements.*
- *Notice when I make a shape, I am using my whole body — my arms, legs, head, and spine. My body is frozen; nothing is moving, except that I can breathe and blink.*

- *I'll play the drum and call out either self or general space for you to move in. When the drum stops, freeze in a shape.*

▮ Guide students to explore several different movements in self-space (e.g. reach, swing, wiggle, and float) and general space (e.g. stride, leap, hop, and gallop). Alternate moving and then freezing in a shape.

- *You are **generating ideas** you could choose to use in your dance.*

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

6. Demonstrate and guide students in choosing three movements to show the three details of an event. Repeat each movement. Distribute Important Event Choreographer's Worksheets. Guide small groups through drafting choreography and rehearsing.

📖 Interpreting, group conferring

Music: "Fiesta", "Dancing Digits", "The Bayou Both-step", "Mr. E", or another choice from *Music for Creative Dance, Volume III* by Eric Chappelle.

▮ Choose one piece of music to use for all the small group dances.

- *Now that we're warmed up, we are going to **generate ideas to transform the actions we selected into movement**.*
- *As an example, I'll pick three details from a less important event. I'll choose movements to show each detail. I'll use what I have already learned about dance to give me ideas. I might use self-space and general space. I might think about the rhythm of the music. I'll use repetition, so I'll do each movement several times. I'll start and end in a shape. I'll hold each shape for three seconds.*
- *Your job is to choose movements to show three details from your important event.*
- *Think about the words in the text from which you can infer movements. Your movements will show the emotions and actions of the characters.*
- *Think about what you know about dance. You could use self and general space. You could let the rhythm of our music give you ideas for movements. You could remember the way the dancers from South Africa and Mexico moved and that could also inspire you.*
- *Keep the movements simple so that everyone can do them.*
- *Decide how many times you want to repeat each movement.*
- *Start and end in a shape. Hold your shape for about three seconds at the beginning and three seconds at the end.*
- *Practice together.*

☑ Criteria-based process assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

7. Lead class reflection. Ask students to notate their movement choices.

 Responding

- *What did you discover when you chose actions to show what happened in your important event?*
- *Since we will continue to refine our dances in the next lesson, notate your movement choices on your Important Event Choreographer's Worksheet.*
- *Describing dances in words is a good strategy for **self-reflection**. What action words are you using? Be specific, so that someone who wasn't in the room when you created your dance would know just what to do by reading your description. It will help you remember your choices when we dance again.*

Criteria-based reflection: Describes movement choices in writing.

Day Three


1. Describes the plan for Day Three: refining and rehearsing the dances.

- Today, we will be using the creative process of *constructing meaning*.
- We'll refine and rehearse our dances.

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

Music: "BrainDance of Expression, Fourth Grade" #5 *Reading Dances*.

3. Guide refining and rehearsal of *Important Event Dances*. Display choreography refinement task chart. Distribute *Important Event Choreographer's Worksheets*.

 Interpreting, group conferring

Music: "Fiesta", "Dancing Digits", "The Bayou Both-step", "Mr. E", or other selections from *Music for Creative Dance, Volume III*.

- As you refine and organize your movement choices, you are *constructing meaning*.
- Here is your task for this rehearsal. Keep referring to this chart and it will guide you through the process of refining your dance.

Choreography Refinement Task

- Review the movements you have created. Refer to your *Important Event Choreographer's Worksheets*.
- Do your movements show what happens in the three details of your important event? How did the action words in the story give you ideas? Are there any changes you should make so the meaning is clearer?
- Do you have a beginning and an ending shape? Do you hold your shapes for three seconds?
- Will you use self and general space?
- Decide how many times you will repeat each movement.
- Practice, practice, practice.

Criteria-based teacher checklist, self and peer assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

4. Direct the performances of the drafts of the small group dances, with each group performing in the order that its important event happens in the book. Post a program order, listing each small group's title in sequential plot order. Review performer and audience behavior.

 Sharing

- You will be performing the drafts of your dance in the order that your important events occur in the book. By looking at all the dances in order, you will see the big picture of the plot of our book.
- Be expressive. Let your movements show the emotions and actions of the characters.
- Remind me, what do we expect from the audience? What do we expect from the performers?

Criteria-based teacher checklist: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

5. Facilitate group response after each small group performance.

 Responding

- *Let's reflect by describing our dances and thinking about how they show the most important points in the plot of our book.*
- *Performers, describe how your movements showed what happened in your important event.*
- *Audience, what did you see? Be specific in describing the dancers' movements. What parts of their bodies did they use? What dance concepts did they use? What movements did they repeat?*
- *We'll have another day to refine and rehearse our dances and put them all together in performance.*

Criteria-based teacher checklist, self and peer assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

Day Four


1. Describe the plan for Day Four: refining, rehearsing, performing, and reflecting.

- Today, we will be using the creative process of *reflection*.
 - We'll refine and rehearse our dances and perform them in order. We'll talk about how our dances show what we know about the six most important events in our book. Then we'll reflect in writing.
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2. Lead students in *BrainDance of Expression* warm-up.

Music: "BrainDance of Expression, Fourth Grade" #5 *Reading Dances*.

3. Guide students in refining and rehearsing their Important Event Dances. Distribute completed Important Event Choreographer's Worksheets for reference.

 Interpreting, group conferring

- Rehearse your dances. You have two jobs. As choreographers, your job is to make sure your dance expresses the details in your important event without using words. As performers, your job is to freeze in a beginning and an ending shape, to use your whole body to show the actions and emotions in the dance, and to do your best to dance your actions with the rest of your group.
- Ask yourself, are you freezing in your beginning and ending shapes? Are you using your whole body to communicate what happened in your Important Event? Are you repeating your movements with the rest of your group?
- A good performance needs lots of rehearsal. So run through your dance several times.

Criteria-based teacher checklist, self-assessment: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.


4. Direct the performance of The Six Important Event Dances without stopping in between dances.

 Sharing

- In order for everyone to experience the plot of our book from beginning to end, we'll begin with the first important event dance and do all the dances, without taking a break between each one, ending with the sixth important event dance.

Criteria-based teacher checklist: Creates movements that show the important details of the event. Repeats the movements. Performs a beginning and an ending shape.

5. Facilitate verbal and written response to the dance. Distribute Important Event Choreographer's Response Worksheets and completed Important Event Choreographer's Worksheets for reference.

 Responding, turn and talk, assessing

- *Let's reflect on our dance experiences.*
- Turn and talk with a partner. How did the dances show the important events in the plot of

our book?

- *What did you discover from your conversation with your partner?*
- *Now, think about your own dance and reflect in writing. List one of the details from your important event on your Important Event Choreographer's Response Worksheets.*
- *Describe one of the movements from your dance that you used to dance that detail. Write how many times you repeated that movement. You can use your Important Event Choreographer's Worksheets to help you.*

Criteria-based reflection, teacher checklist, self and peer assessment: In writing, lists one key detail from the event and describes the movement created to show what happened in that detail.

Six Important Events Dance Choreographer's Worksheet

Name: _____

Date: _____

Title of your important event: _____

What are the three details in your important event?	What movement(s) will you do to show the details?
1.	1.
2.	2.
3.	3.

Six Important Events Dance Response Worksheet

Name: _____

Date: _____

Title of your important event: _____

What is one detail in your important event?	What movement did you do to show the detail?
How many times did you repeat the movement?	

Six Important Events Dance Choreography Refinement Task Chart

- Review the movements you have created. Refer to your Choreographer's Worksheets.
- How do your movements show what happens in the three details of your important event? How did the action words in the story give you ideas? Are there any changes you should make so the meaning is clearer?
- Do you have a beginning and an ending shape? Do you hold your shapes for three seconds?
- Will you use self and general space?
- Decide how many times you will repeat each movement.
- Practice, practice, practice.

ARTS IMPACT LESSON PLAN Dance and Reading Infusion

Fourth Grade: *Six Important Events Dance*

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

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	READING		DANCE				DANCE/READING		Total 8
Concept	Determining Importance		Determining Importance Choreography				Determining Importance Written Response		
Criteria	Selects and notates three details from a key event.	Titles the event.	Creates movements that show the important details of the event.	Repeats the movements.	Performs a beginning shape.	Performs an ending shape.	Lists one key detail from the event.	Describes the movement created to show what happened.	
Student Name									

ARTS IMPACT LESSON PLAN Dance and Reading Infusion

Fourth Grade: *Six Important Events Dance*

CLASS ASSESSMENT WORKSHEET

Disciplines	READING		DANCE				DANCE/READING		Total 8
	Determining Importance		Determining Importance Choreography				Determining Importance Written Response		
Concept									
Criteria	Selects and notates three details from a key event.	Titles the event.	Creates movements that show the important details of the event.	Repeats the movements.	Performs a beginning shape.	Performs an ending shape.	Lists one key detail from the event.	Describes the movement created to show what happened.	
Student Name									
1.									
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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 reading?

Teacher: _____

Date: _____

ARTS IMPACT FAMILY LETTER

DANCE AND READING LESSON: *Six Important Events Dance*

Dear Family:

Today your child participated in an **Arts and Reading** lesson. We talked about determining the most important events in the plot of a book.

- We generated ideas by choosing the six most important events in our book.
- In small groups, we selected which actions happened in an important event from the book.
- We did the BrainDance of Expression to warm-up our brains and our bodies.
- We created movements that showed the actions in our important event.
- We used repetition to make our dance sequences more interesting.
- We put all of our dances together in order to show the plot of our book.
- We reflected upon our process by analyzing the choices we made for our dances.

At home, you could read a book together and decide which events are the most important. Ask your child to show you how to use repetition to dance an action from the book.

Enduring Understanding

Determining important events and illustrating them through movement can show the plot of a work of literature.