**ARTS IMPACT LESSON PLAN**

**Dance and ELA Infused Lesson**

***Dancing Persuasively***

Author: Debbie Gilbert Grade Level: Sixth

**Enduring Understanding**

Dance shapes and movements can communicate persuasive arguments.

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

*Students analyze how dance can be used to persuade. They explore dance concepts. In groups, they select a position they will use to persuade an audience, two reasons to support their argument, and a conclusion. They create a dance to persuade an audience to agree with their position. Finally, they write a persuasive essay informed by their dance.*

**Learning Targets and Assessment Criteria**

**Target:** Chooses a position and arguments to persuade an audience.

**Criteria:** Collaboratively selects a position, reasons to support the position, and a conclusion.

**Target:** Creates a persuasive dance.

**Criteria:**Makes a beginning shape that communicates a position.Chooses movements that communicate the first reason to support the argument.Chooses movements that communicate the second reason to support the argument.Creates an ending shape that communicates

the conclusion.

**Target:** Writes a persuasive essay.

**Criteria:** States a position. Includes reasons with facts, examples, or supporting evidence. Writes a conclusion paragraph that restates the position and reasons and encourages the reader to adopt the position or take action.

**Vocabulary**

Arts Infused:

Communicate

Convince

Persuasive

ELA:

Argument

Conclusion

Evidence

Position

Reason

Arts:

Exaggeration

Level

Shape

**Learning Standards**

**WA Arts Learning Standards**

For the full description of each anchor standard and the grade level performance standards, see:

[*http://www.k12.wa.us/Arts/Standards*](http://www.k12.wa.us/Arts/Standards)

**Creating**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Performance Standard (DA:Cr1.1.6): b. Explore various movement vocabularies to transfer ideas into choreography.

Anchor Standard 2: Organize and develop artistic ideas and work.

Performance Standard (DA:Cr2.1.6): a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.

b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

*continued*

**Materials**

**Museum Artworks or Performance**

Pacific Northwest Ballet

UW World Series of Dance

**Materials**

Chart paper or whiteboard and markers; Drum; Persuasive Writing and Dancing Worksheets; Class assessment worksheet

### Video: John Bohannon: Dance vs. PowerPoint, a modest proposal - TED Talks

<https://www.ted.com/talks/john_bohannon_dance_vs_powerpoint_a_modest_proposal>

**BrainDance music:** #15 “Potpourri” from *Music for Creative Dance*, *Volume V,* byEric Chappelle

**Persuasive Dance Music:** #13 “Gazelle” or #14 “Pink Dolphins of the Amazon” from *Music for Creative Dance*, *Volume V,* byEric Chappelle, or #6 “Bottle Rocket” or #12 “Quarks” from *Music for Creative Dance*, *Volume IV,* or other instrumental selections (no lyrics) or silence.

**Performing**

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.

**Responding**

Anchor Standard 8: Interpret intent and meaning in artistic work.

Performance Standard (DA:Re8.1.6): a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain, using genre-specific dance terminology, how these communicate the intent of the dance.

**Connecting**

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (DA:Cn10.1.6): b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

**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/*](http://www.k12.wa.us/CoreStandards/ELAstandards/)

[W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/). Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.

[W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/). Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[SL.6.2](http://www.corestandards.org/ELA-Literacy/SL/6/2/). Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[SL.6.3](http://www.corestandards.org/ELA-Literacy/SL/6/3/). Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[SL.6.5](http://www.corestandards.org/ELA-Literacy/SL/6/5/). Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**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.

Use technology and digital media strategically and capably.

Come to understand other perspectives and cultures.

**Pre-Teach**

**ICON KEY:**

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Make group agreements for dancing with physical and emotional safety.

**Lesson Steps Outline**

**Day One**

**1.** Introduce making persuasive arguments through dance. Show and

analyze video.

🗹 Criteria-based process assessment: Analyzes persuasive video.

**2.** As a group, define the expectations for physical and emotional

movement safety.

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

Music: #15 “Potpourri” from *Music for Creative Dance*, *Volume V,* by

Eric Chappelle

🗹 Criteria-based process assessment: Warms up brain and body.

**4.** Guide exploration of dance concepts of shape, level, and exaggeration.

Music: Drum

🗹 Criteria-based process assessment: Explores dance concepts (shape,

level, exaggeration).

**5.** Direct groups to select what position they will choose for their persuasive dances, reasons for the position, and conclusion.

🗹 Criteria-based teacher checklist: Collaboratively selects a position, reasons to support the position, and a conclusion.

**Day Two**

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

Music: #15 “Potpourri” from *Music for Creative Dance*, *Volume V,* by

Eric Chappelle

🗹 Criteria-based process assessment: Warms up brain and body.

**2.** Guide students to choreograph and rehearse their Persuasive Dances.

Music: #13 “Gazelle” or #14 “Pink Dolphins of the Amazon” from *Music for Creative Dance*, *Volume V,* byEric Chappelle, or #6 “Bottle Rocket” or #12 “Quarks” from *Music for Creative Dance*, *Volume IV,* or other instrumental selections (no lyrics) or silence.

🗹 Criteria-based teacher checklist and self-assessment: Makes a beginning shape that communicates a position.Chooses movements that communicate the first reason to support the argument.Chooses movements that communicate the second reason to support the argument.Creates an ending shape that communicates the conclusion.

**3.** Direct performance and response to Persuasive Dances. Review performer and audience expectations.

🗹 Criteria-based teacher checklist and peer assessment: Makes a beginning shape that communicates a position.Chooses movements that communicate the first reason to support the argument.Chooses movements that communicate the second reason to support the argument.Creates an ending shape that communicates the conclusion.

**4.** Guide reflection.

🗹 Criteria-based reflection: Analyzes how dance can be used to persuade.

**Day Three**

**1.** Guide students to write a persuasive essay based on their dances.

🗹 Criteria-based teacher checklist: States a position. Includes reasons with facts, examples, or supporting evidence. Writes a conclusion paragraph that restates the position and reasons and encourages the reader to adopt the position or

take action.

**2.** Guide reflection.

🗹 Criteria-based reflection: Analyzes how creating a dance can influence writing an essay.

**LESSON STEPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Day One**

**1. Introduce making persuasive arguments through dance. Show and analyze video.**

* *In this video, John Bohannon gives a TED Talk where he uses dance to persuade.*

### 🗏 Show video: John Bohannon: Dance vs. PowerPoint, a modest proposal - TED Talks

<https://www.ted.com/talks/john_bohannon_dance_vs_powerpoint_a_modest_proposal>

* *What is he trying to convince the audience?*
* *What does he do to convince the audience?*
* *We are going to create our own persuasive dances.*

🗹 Criteria-based process assessment: Analyzes persuasive video.

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**2.** **As a group, define the expectations for physical and emotional movement safety.**

* *Let’s list our classroom expectations for what we can do to make sure everyone feels both physically and emotionally safe when we dance together.*

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**3.** **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: #15 “Potpourri” from *Music for Creative Dance*, *Volume V,* byEric Chappelle

* *Let’s warm up our brains and bodies so that you will be able to communicate through dance.*

**Tactile**

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

**Breath** **and Core-Distal**

* *Your muscles and your brain need oxygen, so inhale through your nose and exhale through your mouth*. *Breathe deeply and slowly.*
* *Grow into a big shape. Shrink into a small shape.*

**Head-Tail**

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

**Upper Half**

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

**Lower Half**

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

**Body-Half Sides**

* *Your one side is frozen and only the other side dances.*
* *Now that side is frozen and the other side dances.*

**Cross-Lateral**

* *Use your hands to draw lines crossing in front of your body.*

**Eye Tracking**

* *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.*

**Vestibular**

* *Swing your arms back and forward and jump.*
* *Turn. Freeze in a shape. Turn the other direction. Freeze in a shape.*

**Breath**

* *Breathe quietly.*

🗹 Criteria-based process assessment: Warms up brain and body.

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**4. Guide exploration of dance concepts of shape, level, and exaggeration.**

Music: Drum

* *Let’s explore a few dance concepts that you could use to help make your dances*

*more interesting.*

* *The first one is shape. Whenever you freeze, you are in a shape. Use your whole body when you make a shape. You won’t move, except breathing and blinking is OK.*
* *Freeze in a shape. Change into a different shape. Change into a different shape.*
* *The next one is level. Dancers dance on high, medium, and low levels.*
* *Move on a high level. Freeze on a high level.*
* *Move on a medium level. Freeze on a medium level.*
* *Move on a low level. Freeze on a low level.*
* *Another one is exaggeration. Freeze in a shape. Make it bigger. Exaggerate it. Change your shape. Exaggerate it.*
* *Make a gesture, like a wave. Exaggerate it. Make another small movement. Exaggerate it.*
* *Where did you see shape, level, or exaggeration in the John Bohannon video?*

🗹 Criteria-based process assessment: Explores dance concepts (shape, level, exaggeration).

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**5.** **Direct groups to select what position they will choose for their persuasive dances, reasons for the position, and conclusion.**

🗏 Divide class into small groups of 5-6. Distribute Persuasive Writing and Dancing Worksheets.

* *In your small groups, decide what you would like to persuade us. Choose a subject and opinion you care about.*
* *Notate your position and two reasons to support your argument.*
* *Write a brief conclusion.*

🗹 Criteria-based teacher checklist: Collaboratively selects a position, reasons to support the position, and a conclusion.

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**Day Two**

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

Music: #15 “Potpourri” from *Music for Creative Dance*, *Volume V,* byEric Chappelle

* *Today we’ll create and rehearse our Persuasive Dances and then share them with each other.*
* *Let’s begin by warming up with the BrainDance.*

🗹 Criteria-based process assessment: Warms up brain and body.

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**2. Guide students to choreograph and rehearse their Persuasive Dances.**

Music: #13 “Gazelle” or #14 “Pink Dolphins of the Amazon” from *Music for Creative Dance*, *Volume V,* byEric Chappelle, or #6 “Bottle Rocket” or #12 “Quarks” from *Music for Creative Dance*, *Volume IV,* or other instrumental selections (no lyrics) or silence.

* *Now your group will collaborate to use dance to persuade your audience.*
* *Use your Persuasive Writing and Dancing Worksheets as the structure to help you choreograph or invent your dance.*
* *1) Make a beginning shape that communicates your position.*
* *2) Choose movements that communicate your first reason to support your argument.*
* *3) Choose movements that communicate your second reason to support your argument.*
* *4) Create an ending shape that communicates your conclusion.*
* *You can choose to have someone speak the position, reasons, and conclusion like John Bohannon does in the video, or you can choose to do the dance in silence.*
* *Use dance concepts like shape, level, and exaggeration to help communicate your ideas.*

*You may choose to use music that has no lyrics if it supports your dance.*

* *During your rehearsal take the time to assess yourself. Does your dance communicate your positions, the reasons to support your position, and your conclusion? Will it persuade*

*your audience?*

🗹 Criteria-based teacher checklist and self-assessment: Makes a beginning shape that communicates a position.Chooses movements that communicate the first reason to support the argument.Chooses movements that communicate the second reason to support the argument.Creates an ending shape that communicates the conclusion.

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**3. Direct performance and response to Persuasive Dances. Review performer and**

**audience expectations.**

* *Let’s share our Persuasive Dances.*
* *What do the performers want from their audience? What does the audience want from*

*the performers?*

* *Each group will perform its dance. After the dance, performers, describe your position and reasons. Audience, describe how the dancers used movement to communicate their ideas and persuade you.*

🗏 You can choose to videotape the dances, show the videos and respond to them.

🗹 Criteria-based teacher checklist and peer assessment: Makes a beginning shape that communicates a position.Chooses movements that communicate the first reason to support the argument.Chooses movements that communicate the second reason to support the argument.Creates an ending shape that communicates the conclusion.

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**4.** **Guide reflection.**

* *How have we used dance to persuade our audience?*

🗹 Criteria-based reflection: Analyzes how dance can be used to persuade.

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**Day Three**

**1. Guide students to write a persuasive essay based on their dances.**

* *You have created a dance that communicates persuasively. Now you are going to write a persuasive essay based on that experience.*
* *Use both the Persuasive Writing and Dancing Worksheets and your dance itself for inspiration.*
* *Your job will be to convince the reader to agree with your position.*
* *State your position. Include your reasons with facts, examples, or supporting evidence. Your dance had two reasons, you may include another reason in your essay. Write a conclusion paragraph that restates the position and your reasons and encourages the reader to adopt the position or take action.*

🗹 Criteria-based teacher checklist: States a position. Includes reasons with facts, examples, or supporting evidence. Writes a conclusion paragraph that restates the position and reasons and encourages the reader to adopt the position or take action.

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**2.** **Guide reflection.**

* *How have you used your dance to inform your persuasive essay?*

🗹 Criteria-based reflection: Analyzes how creating a dance can influence writing an essay.

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***Dancing Persuasively* Worksheet**

Name: Date:

What is your position?

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What are the reasons to support your argument?

Reason one

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Reason two

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What is your conclusion?

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**ARTS IMPACT LESSON PLAN Theater and Writing Infusion**

Sixth GradeLesson Three: *Improvised Arguments*

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

**STUDENT SELF-ASSESSMENT WORKSHEET**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Disciplines | **ELA** | **DANCE and ELA** | **ELA** | Total6 |
| Concept | Persuasive Writing | **Persuasive Dance** | **Persuasive Essay** |
| CriteriaStudent Name | Collaboratively selects a position, reasons to support the position, and a conclusion. | Makes a beginning shape that communi-cates a position. | Chooses movements that communi-cate the first reason to support the argument. | Chooses movements that communi-cate the second reason to support the argument. | Creates an ending shape that communi-cates the conclusion. | States a position. Includes reasons with facts, examples, or supporting evidence. Writes a conclusion paragraph that restates the position and reasons and encourages the writer to adopt the position or take action. |  |
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**ARTS IMPACT LESSON PLAN Dance and ELA Infused Lesson**

Sixth Grade: *Dancing Persuasively*

**CLASS ASSESSMENT WORKSHEET**

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| Disciplines | **ELA** | **DANCE and ELA** | **ELA** | Total6 |
| Concept | Persuasive Writing | **Persuasive Dance** | **Persuasive Essay** |
| CriteriaStudent Name | Collaboratively selects a position, reasons to support the position, and a conclusion. | Makes a beginning shape that communi-cates a position. | Chooses movements that communi-cate the first reason to support the argument. | Chooses movements that communi-cate the second reason to support the argument. | Creates an ending shape that communi-cates the conclusion. | States a position. Includes reasons with facts, examples, or supporting evidence. Writes a conclusion paragraph that restates the position and reasons and encourages the writer to adopt the position or take action. |  |
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*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 arts discipline and subject area?*

Teacher: Date:

**ARTS IMPACT FAMILY LETTER**

ARTS AND ELA INFUSED LESSON: ***Dancing Persuasively***

Dear Family:

Today your child participated in a **Dance and ELA** Infused lesson. We talked about how we can use dance to persuade.

* We selected a position to use to persuade an audience, two reasons to support our argument, and a conclusion.
* We created a dance to persuade an audience to agree with our position.
* We wrote a persuasive essay based on our dance.

At home, you could try to persuade each other using movement and not words.

**Enduring Understanding**

Dance shapes and movements can communicate persuasive arguments.