

ARTS IMPACT LESSON PLAN

Dance and Social Studies Infused Lesson

Dancing our Connections

Authors: Debbie Gilbert, LoVina Louie, Erin Sand, Toby Syrett Grade Level: Elementary

Enduring Understanding

Movement can communicate connection to the environment, and our place in the community.

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

Students create dance(s) based on the artwork *All My Relations* by LoVina Louie. Communicating nonverbally, the focus will be on showing how everyone is connected through our connection to nature. Students will show the human community connecting with plants, animals, and the environment.

Learning Targets and Assessment Criteria

Target: Expresses connection with visual art through personal movement.

Criteria: Makes shapes or movements to represent Father Sky, Mother Earth, Seven Red Hands, the Peoples of the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land).

Target: Communicates.


Criteria: Actively listens; expresses ideas – nonverbally; responds to others.

Target: Collaborates to choreograph and perform a dance.

Criteria: Works with a group to create a dance that represents the 7 components of the artwork: Father Sky, Mother Earth, Seven Red Hands, the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land).

Target: Reflects.

Criteria: Considers what they did in this lesson and what it means to them.

Vocabulary	Materials	Learning Standards
<p>Arts Infused: Collaboration Nonverbal communication</p> <p>Social Studies: Community Ecosystems Environments Indigenous Landforms</p>	<p>Museum Artworks or Performance</p>  <p><i>All My Relations</i> by LoVina Louie</p> <p>Materials Native flute music (e.g. Calina Lawrence https://www.calinalawrence.com/) Class assessment worksheet</p>	<p>WA Arts Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k-12-learning-standards</p> <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.</p>

<p>Arts: Choreograph Movement Shape</p>		<p>Performing/Presenting/Producing Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Responding Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Early Learning Guidelines, if applicable <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</p> <p>(3rd grade) 6. Learning about my world: Social Studies: Show interest in learning about the different people living in his/her community and state. Arts: Create and perform movement, showing balance through concentration and muscle control.</p> <p>WA Social Studies Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/social-studies/learning-standards</p> <p>C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy. Enduring Understanding Knows that there are different communities nearby and that there may be different rules for different communities. C4 Understands civic involvement. Enduring Understanding: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."</p> <p>Since Time Immemorial Tribal Sovereignty Curriculum: For the full description of the Five Essential Questions, Grade Level Outcomes, and exploration of Ready To Go lessons, see: https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state</p> <p>Pathway 1: Stories and Histories of Our Place Pathway 2: Honoring the Salmon Pathway 3: Giving Thanks: A Native American Cultural Tradition</p>
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ICON KEY:

☰ = Indicates note or reminder for teacher

☑ = Embedded assessment points in the lesson

Pre-Teach

Introduce ecosystems. Brainstorm list of animals and landforms.
Create a list of class agreements for safe and respectful movement.

Lesson Steps Outline

1. Make a land acknowledgement. Introduce big idea for the lesson.

☑ Criteria-based process assessment. Engages in the introduction.

2. Invite students to participate in a “Follow the Leader” warm-up.

☑ Criteria-based process assessment: Creates movements to represent humans, plants, and animals in different environments.

3. Introduce and discuss the *All My Relations* painting created by LoVina Louie.

☑ Criteria-based process assessment: Participates in a discussion about the images in *All My Relations*. Discusses being civic minded.

4. Facilitate a “body brainstorm” of each section from the painting.

☑ Criteria-based teacher checklist: Makes shapes or movements to represent Father Sky, Mother Earth, Seven Red Hands, the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land).

5. Guide creation of dance(s). Facilitate rehearsals.

☑ Criteria-based teacher checklist: Works with a group to create a dance that represents the 7 components of the artwork: Father Sky, Mother Earth, Seven Red Hands, the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land). Actively listens; expresses ideas – nonverbally; responds to others.

6. Facilitate student performances of the dances.

- ☑ Criteria-based teacher checklist: Works with a group to create a dance that represents the 7 components of the artwork: Father Sky, Mother Earth, Seven Red Hands, the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land). Actively listens; expresses ideas – nonverbally; responds to others.

7. Lead reflection.

- ☑ Criteria-based teacher checklist and self-reflection: Considers what they did in this lesson and what it means to them.

LESSON STEPS

1. Make a land acknowledgement. Introduce big idea for the lesson.

▮ Below is just an example for the Creative impact Summer Institute in the Puyallup tribal area. Before you begin to teach, research the tribal lands on which you will be teaching. Get permission and appropriate language for land acknowledgement from local tribes. The best kind of land acknowledgement is inviting the tribal people where a school or an event is happening to open the lesson or event themselves. Spending time doing this will enrich the lesson itself. Here is a map of indigenous lands. <https://native-land.ca/>

Here is a link for information about the Puyallup Tribe:

<http://www.puyallup-tribe.com/ourtribe/Land%20Acknowledgement.php>

- *I want to honor and request permission to be a guest on these lands of the Puyallup Tribe, the First Peoples of this place. I lift-up the ancestors and the land itself, celebrating generations of stewardship and reciprocity, and acknowledging the resilience of the people through generations of genocide and erasure. I commit myself and the work of Arts Impact in active solidarity with the living First Peoples of this land in the ongoing collaborative work of restoration, reclamation and justice for the people and the land itself.*
- *Think about why you are here: to celebrate through dance the human communities, the plant and animal communities, and the land itself. Consider how your own actions will contribute.*
- *Think about how you would show your acknowledgement nonverbally.*
- *Do a movement that expresses how you honor the lands of the tribe on which you are standing.*
- *Today we are going to create dances that communicate nonverbally and are inspired by the artwork All My Relations by LoVina Louie.*
- *The focus will be on how everyone is connected through our connection to nature. We will reinforce and raise awareness about how humans, plants, and animals are interconnected.*

Criteria-based process assessment. Engages in the introduction.

2. Invite students to participate in a “Follow the Leader” warm-up.

▮ Students take turns being the leader of the class as they demonstrate the movements of what they might see in the forest and other environments.

- *Who has walked through the forest before? What have you seen?*

▮ Ask the students to use their prior knowledge and their imaginations. If necessary, show images of the environments to inspire student response.

- *We are walking through the forest. What do we see? We see a bird. (Everyone does bird move.)*

▮ Repeat with other things students have suggested (e.g., trees, chipmunks, deer).

▮ Repeat with other environments (e.g., ocean, mountains, plains).

☑ Criteria-based process assessment: Creates movements to represent humans, plants, and animals in different environments.

3. Introduce and discuss the *All My Relations* painting created by LoVina Louie.

▣ At the end of this lesson, you will find an explanation of what the artwork symbolizes.

- *Let me explain the thoughts behind the creation of All My Relations by LoVina Louie.*
- *Since time immemorial indigenous people have lived on turtle island (North American Continent). Every tribal nation has a story about its creation. Every tribal nation is unique and different with different songs, prayers, and dances. When you look at this artwork, it shows the interconnection between all things from the rocks to the sun; that is why it is called "All My Relations" because we are all related, and we are all connected, meaning every decision we make impacts the next seven generations.*
- *What do you see? What does it mean to you?*



▣ Guide students to look for and describe images representing Father Sky, Mother Earth, Seven Red Hands, the Circle of Life (the Rock People, Insect People, Water People, Two-legged People, Four-legged People, and Winged People), Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land).

- *Think about how we are all connected in our community. The trees and the animals can't talk and we are their voices. You wouldn't hurt your mother and in the same way you won't hurt anyone or anything.*
- *When you show concern for classroom, school, and community, you are being civic minded.*
- *What are some ways that you have been civic minded or have seen someone else show concern for their community?*
 - *Who made the choice to be responsible?*
 - *Why did they do that?*
 - *What were the good outcomes?*

☑ Criteria-based process assessment: Participates in a discussion about the images in *All My Relations*. Discusses being civic minded.

4. Facilitate a "body brainstorm" of each section from the painting.

- *Let's do a movement exploration, a "body brainstorm", for each of the seven components of the painting.*

- *Show me movements for Father Sky, which is shown by blue in the painting.*
- *What would it be like if there was no sky? Why is it important? How do we protect it?*

▣ Repeat this process with each of the other components:

- Mother Earth (green)
- Seven Red Hands
- The Circle of Life (the Rock People, Insect People, Water People, Two-legged People, Four-legged People, and Winged People)
- Grandmother Moon
- Grandfather Sun
- The four elements (Air, Water, Fire, and Land)

▣ You can invite volunteers to show each component and then talk about what you see.

- *How will we put the awesome parts together and make a great dance?*

Criteria-based teacher checklist: Makes shapes or movements to represent Father Sky, Mother Earth, Seven Red Hands, the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land).

5. Guide creation of dance(s). Facilitate rehearsals.

Music: Native flute music. Calina Lawrence <https://www.calinalawrence.com/>

Or you can find your own selections.

▣ Select the number of components based on your student's grade level and experience. For example, with kindergarteners you might want to pick only three components and/or do the dance as a whole class, rather than in small groups. With older students, they might have groups of 3-5 and choose more components.

▣ You can project the list of the seven components or put it on the whiteboard.

- Father Sky (blue)
- Mother Earth (green)
- Seven Red Hands
- The Circle of Life (the Rock People, Insect People, Water People, Two-legged People, Four-legged People, and Winged People)
- Grandmother Moon
- Grandfather Sun
- The four elements (Air, Water, Fire, and Land)

- *In your groups, we will now choreograph the components in any order you choose.*

- *Let's collaborate and practice our dances.*

Criteria-based teacher checklist: Works with a group to create a dance that represents the 7 components of the painting: Father Sky, Mother Earth, Seven Red Hands, the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land). Actively listens; expresses ideas – nonverbally; responds to others.

6. Facilitate student performances of the dances.

☐ Be flexible. You can organize the dances in many ways:

- Everyone sits in a circle as audience, and performers go into the center.
- Audience sits at one end of the room and performers dance at the other.
- Everyone stays where they practiced and performs from there.
- Another idea that works the best for your class.

- *Now we are going to share our dances.*
- *You are a community working together to make good things happen.*
- *What does a good audience look like?*
- *What is the job of the performers?*

☑ Criteria-based teacher checklist: Works with a group to create a dance that represents the 7 components of the artwork: Father Sky, Mother Earth, Seven Red Hands, the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land). Actively listens; expresses ideas – nonverbally; responds to others.

7. Lead reflection.

- *What did you see? What did you hear? What did you feel? Why?*
- *What did the dances communicate?*
- *What is community (not just humans)? How did your dance celebrate community connections?*
- *How did you have to work together to make your dance happen?*
- *Were there any conflicts or struggles you had with your group? How did you work through that?*
- *How were you being civic minded?*

☑ Criteria-based teacher checklist and self-reflection: Considers what they did in this lesson and what it means to them.

Extension:

Show and discuss the video *We Shall Remain*. <https://youtu.be/Gs0iwY6YjSk>

ARTS IMPACT LESSON PLAN Dance and Social Studies Infused Lesson

Elementary: *Dancing our Connections*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE	DANCE & SOCIAL STUDIES	DANCE	DANCE & SOCIAL STUDIES	Total
Concept	Expression of connection with visual art through personal movement.	Communication	Collaboration to choreograph and perform a dance	Reflection	4
Criteria	Makes shapes or movements to represent Father Sky, Mother Earth, Seven Red Hands, the Peoples of the Circle of Life, Grandmother Moon, Grandfather Sun, the four elements (Air, Water, Fire, and Land).	Actively listens; expresses ideas – nonverbally; responds to others.	Works with a group to create a dance that represents the 7 components of the artwork.	Considers what they did in this lesson and what it means to them.	
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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 arts discipline and subject area?

Teacher: _____

Date: _____

ARTS AND SOCIAL STUDIES INFUSED LESSON: *Dancing our Connections*

Dear Family:

Today your child participated in a **Dance and Social Studies** Infused lesson. We talked about connection between human, plant, and animal communities.

- We discovered how to express ourselves through movement.
- We created a dance collaboratively that allowed students to show the importance of community.

At home, you could ask your child to show you the dance and to explain what they learned. Ask your student why it was important.

Enduring Understanding

Movement can communicate connection to the environment, and our place in the community.

All My Relations

BLUE - FATHER SKY our men look to father sky as he has the power of thunder and lightning, the strength of hail, the cleansing of rain and he has the power to shade us from the heat. He can see the dangers that lay before us and prepare us for these dangers. His voice is loud and strong. The eagle carries our prayers to him. He watches over us with pride and joy and guides us if we falter.

GREEN - MOTHER EARTH, our women look to mother earth as she teaches us how to nurture our children. She nurtures all of us with her land, water, air and fire. She gives us everything we need to live. She is our mother and we love her as we love our mothers who carried us inside their womb. Would you blow up your mothers heart if there was a piece of gold inside? Would you cut off your mothers leg or pollute her water, for a million dollars? You cannot put a price on life: you cannot pay someone to bring your child back to life, what you do to her you do to yourself.

The red hand in the center of the four colors represents the seventh generation, one day we will all come together for the sake of our children, for the sake of our future and for the sake of life. Our relation to each other may not be by blood and blood may be thicker than water but water is apart of our blood and we are apart of each other.

<p>BROWN Aboriginal People East Indian Food Roots Fall Spiritual Protection</p>	<p>YELLOW Asian People West Indian Food Berries Summer Emotional Wisdom</p>	<p>BLACK African People South Indian Food Fish Spring Physical Compassion</p>	<p>WHITE Caucasian People North Indian Food Meat Winter Mental Knowledge</p>
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SEVEN RED HANDS - Every decision we make, has to made thinking of seven generations to come. Each hand is red because underneath our skin we all have red blood. We should not judge people by the color of their skin because we all feelings and emotions. The seven hands also represent the seven continents around the world.

The ROCK PEOPLE, INSECT PEOPLE, WATER PEOPLE, TWO-LEGGED PEOPLE, FOUR-LEGGED PEOPLE AND WINGED PEOPLE - Represent that we are all connected to the Circle of Life. If we hurt or destroy any part of the circle, we hurt and destroy not only our people today but also our people in the future. As the two-legged people, Creator gave us a voice and we must use this voice to protect the circle that we are all born into. We must live in balance with this circle and treat the members of this circle like brothers and sisters. If we choose not to take care of this circle, the Creator will balance this circle with "hurricanes, tornadoes, earthquakes, drought or whatever it takes" and we will feel the impact of his power. Our purpose here on earth is to live in harmony with all things the Creator has given us. We have abused these beautiful gifts he has given for money, power and greed now it is time to look at our values, what do we cherish in life? If you were to die today, what would people say about you? What did you do to make life better for our future generations? Creator gave you a voice now go out and use it.

GRANDMOTHER MOON - She is our eldest grandmother and as women we follow the same cycle she does. The women in the family take in all the hurt and pain for the whole family and each month we are able to release this pain and renew ourselves once again. The stars represent the generations of people that have lived on this earth before us. These generations look down on their children and grandchildren with love and hope. Each night as we sleep they look over us and protect us until the light of each new day.

GRANDFATHER SUN - He is our eldest grandfather and starts each new day with strength and guidance. He gives us the power and strength to grow physically, emotionally, spiritually and mentally. As he rises and sets he shares his great wisdom with us. Each day we should greet him in the morning with prayer and song and each evening we should thank him and honor him for his presence that day.

AIR, WATER FIRE AND LAND - Our survival depends on these four elements. If we cut down our trees, we destroy the air that we need to breathe. If we pollute the water, we pollute our bodies, if we pollute our bodies we die. We cannot live for very long without water. Fire is a natural part of our circle, if we abuse fire it can hurt us. The land grows the food that we eat without food we cannot live. The land is our roots, we need the land to keep us grounded and strong. If we destroy the land, we destroy ourselves.