



Washington Office of Superintendent of
PUBLIC INSTRUCTION



ARTS IMPACT LESSON PLAN

Dance and Science Infused Lesson

Hail Yeah!!!

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Grade Level: 6th

Enduring Understanding

There are different ways to represent science models. We can demonstrate our understanding of the elements needed for a storm to develop and how they interact with each other through varying speed, levels and directions in dance.

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

In this science and dance lesson, students will demonstrate what elements need to be present for the formation of a storm by using body movement and dance elements. They show understanding of how the elements interact with each other in each phase of the storm by creating a group choreography.

Learning Targets and Assessment Criteria

Target: Applies specific dance elements to movement.

Criteria: Transitions between poses using different speeds, levels, and directions.

Target: Understands what roles various elements play in the formation of a storm.

Criteria: Demonstrates with their body what sun, wind, and water molecules do one hour prior to the storm, during the storm, and one hour after the storm.

Target: Understands how the elements interact with each other during each phase of a storm.

Criteria: Uses choreography to demonstrate how sun, wind, and water molecules interact with each other during each phase of a storm.

Vocabulary	Materials	Learning Standards
Arts Infused: Sequence Science: Condensation Density Evaporation Humidity Precipitation	Materials Poster paper Chart marker for teacher Colorful scarves (optional for performance) Class assessment worksheet	WA Arts Learning Standards https://ospi.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards Anchor Standard 1: Generate and conceptualize artistic ideas and work. Performance Standard (DA:Cr1.1.6) a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events). b. Explore various movement vocabularies to transfer ideas

<p>Arts: Choreography Pose Rhythm Sequence</p>		<p>into choreography.</p> <p>Anchor Standard 3: Refine and complete artistic work. Performance Standard (DA:Cr3.1.6) a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent. b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Performance Standard (DA:Pr4.1.6) a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work. Performance Standard (DA:Pr6.1.6) a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances. b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.</p> <p>Next Generation Science Standards https://www.nextgenscience.org/search-standards</p> <p>Performance Expectations MS-ESS2-4: Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>Science and Engineering Practices Developing and Using Models</p> <p>Disciplinary Core Ideas MS-ESS2-4 Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. MS-ESS2-5 The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.</p> <p>Crosscutting Concepts Systems and System Models</p> <p>21st Century Skills Washington Career and Technical Leadership Skills: https://ospi.k12.wa.us/sites/default/files/public/careerteched/pubdocs/washingtoncteleadershipskills.pdf</p> <p>1.B Work Creatively with Others Student Outcome: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings. 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the</p>
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ICON KEY:

□ = Indicates note or reminder for teacher

▣ = Embedded assessment points in the lesson

Pre-Teach

This unit will begin with students watching videos of giant hail. After watching these videos, students will be asked to fill out a three-part table hypothesizing what is happening in the atmosphere one hour prior to the storm, during the storm, and one hour after the storm. The class will share ideas and form an initial model. This three-step model will be used in the lesson and again at the end of the unit.

Lesson Steps Outline**Day 1**

1. Lead Warm-up to introduce different speeds, levels and directions in movement.

▣ Formative Assessment: Transitions between poses using different speeds, levels and directions.

2. Introduce lesson to create characters and a dance story to tell what happens before during and after a storm. Revisit the models of the phases of a storm students worked on in the pre-teach.

▣ Formative Assessment: Demonstrates with their body what heat, moisture, and air do one hour prior to the storm, during the storm, and one hour after the storm.

3. Lead students in group WOW reflection.

Day 2

1. Lead Warm-Up to review different speeds, levels and directions in movement and prior day's learning on the phases of a storm.

▣ Summative Assessment: Transitions between poses using different speeds, levels, and directions.

2. Guide students in creating their Hail Yeah!!! choreography.

□ Formative Assessment: Uses choreography to demonstrate how sun, wind, water molecules, and temperature interact with each other during each phase of a storm.

3. Direct students in Hail Yeah!!!! Performance.

□ Summative Assessment: Uses choreography to demonstrate how sun, wind, water molecules, and temperature interact with each other during each phase of a storm.

4. Lead students in group Grow and Glow reflection.

LESSON STEPS

Day 1

1. Lead Warm-up to introduce different speeds, levels and directions in movement.

- *We're going to play a warm-up game. I will give you prompts to follow, and you will have to do them with your body.*
- *There are physical boundaries; you have to stay within these limits (show limits).*
 - *We're not standing on anything but the floor*
 - *Not touching anybody, keeping personal space*
 - *Remember to be respectful to all abilities and needs.*
 - *Whatever you're doing with your body should be safe in all ways for everyone who is around.*
- *When I say walk, you will walk forward at a medium speed. When I say jog, you will jog in place. When I say swim, you will move your arms like you're swimming (remember not to touch anybody else and spread out if you need to).*
- *When I say tornado, you will spin around as fast as you can. When I say earthquake, you duck to the ground and cover your head. When I say hot molecule, you'll move faster. When I say cold molecule, you'll move slower. When I say grow, stretch up like a plant reaching for the sun.*

□ Formative Assessment: Transitions between poses using different speeds, levels and directions.

2. Introduce lesson to create characters and a dance story to tell what happens before during and after a storm. Revisit the models of the phases of a storm students worked on in the pre-teach.

- *Let's think back to our model of what we think is happening before, during, and after a thunderstorm. We've learned a lot since then. Let's review what we know so far.*

- *These are great ideas! Let's make a "Storm Checklist". We'll write the "Must Have" ingredients in each box of our model. I'll write it on this poster.*
- *Storm Checklist:*

One hour before the storm	During the storm	After the storm
<ul style="list-style-type: none"> • Sun heating the ground • Warm air rising • High humidity/lots of moisture in the air/evaporation occurring 	<ul style="list-style-type: none"> • No sun • Turbulent air movement • Water molecules have become cloud, rain, and hail (condensation) 	<ul style="list-style-type: none"> • Sun is out • Cool air sinking • Puddles on the ground/evaporation

- *Now we'll use this model to demonstrate our hypothesis in a new way -- through movement. Everyone stand up!*
- *As a class we will brainstorm movements of each element in each phase of the storm. That will give us ideas on how we could move. The goal for this lesson is to create a choreography that tells a story, each element is a character, and we're going to try and show its journey during a storm. This is a way that dancers get ideas and start creating a choreography.*
- *We'll start with the sun before the storm, and we'll take a few moments to think. Each person in your group may demonstrate the same movement or you can do different movements. If you can't think of anything, you can wait until other people are moving, and you can look around the circle and pick one you like and move like them. And it's also OK to switch movements if you see one you like better. We will do the same with each element throughout the storm.*
- *As we said, our goal is to create choreography, so you can see an example of how to put movements together to make a dance. These are the 3 "characters" that we will be using, so start thinking about which one you might want to be. Let's do an example:*
 - I will be the **sun**, and I need 2 other people, one to be the **wind** and one to be the **water molecules**. Each one of us will do what our element does in each part of the storm.
 - First, we'll do it in stages.
 - Movement for before the storm, "One, two, three, pose,"
 - Movement for during the storm "One, two, three, pose,"
 - Movement for after the storm "One, two, three, pose."
 - But as we said, we're creating **choreography**, which means there's **transitions** between movements.
 - How we saw it right now are parts of the choreography but to make it a dance, we don't stop, and we link it together. Do it again without stopping. So, the movements will go "Pose, movement, movement, movement, pose!"
 - We can all count as a class for a 4 count to help dancers with transitions. Each 4 you change.

- Now you will split up into groups of 3, decide who is going to play which part and a song you want to dance to.

□ Formative Assessment: Demonstrates with their body what sun, wind, water molecules do one hour prior to the storm, during the storm, and one hour after the storm.

3. Lead students in group reflection.

- *What is something that you did well today? Turn to your neighbor and share something that you did well.*
- *What inspired you to do the movements you did? Where have you seen the movements?*

Day 2

1. Lead Warm-Up to review different speeds, levels and directions in movement and prior day's learning on the phases of a storm.

- *We're going to play a warm-up game. I will give you prompts to follow, and you will have to do them with your body.*
- *There are physical boundaries; you have to stay within these limits (show limits).*
 - o *We're not standing on anything but the floor*
 - o *Not touching anybody, keeping personal space*
 - o *Remember to be respectful to all abilities and needs.*
 - o *Whatever you're doing with your body should be safe in all ways for everyone who is around.*
- *When I say walk, you will walk forward at a medium speed. When I say jog, you will jog in place. When I say swim, you will move your arms like you're swimming (remember not to touch anybody else and spread out if you need to).*
- *When I say tornado, you will spin around as fast as you can. When I say earthquake, you duck to the ground and cover your head. When I say hot molecule, you'll move faster. When I say cold molecule, you'll move slower. When I say grow, stretch up like a plant reaching for the sun.*
- *Now let's review some of our movements from yesterday. Be the sun before the storm! Be the hail falling during the storm! Show me how wind moves after the storm! You can do the one your group did or another group or a new one if you're feeling creative!*

□ Summative Assessment: Transitions between poses using different speeds, levels, and directions.

2. Guide students in creating their Hail Yeah!!! choreography.

- *In the same groups you had yesterday, you will now work on creating a piece of choreography, which means a sequence of movements. You will have 10 minutes to create a dance and if you haven't picked a song...now is the time!*

- *Each group needs to create a piece of choreography that follows the "pose, movement, movement, movement, pose!" structure. Each movement should represent before the storm, during the storm and after the storm.*
- *Steps for choreography creation:*
 1. *Each person picks a character/role*
 2. *Come up with movements for before, during and after the storm for your character.*
 3. *Pick a song*
 4. *Put it all together as a group.*
 5. *Rehearse!*
- *Each piece of choreography needs to have all these elements:*
 1. *Pose*
 2. *Movement*
 3. *Movement*
 4. *Movement*
 5. *Pose*

□ Formative Assessment: Uses choreography to demonstrate how sun, wind, water molecules, and temperature interact with each other during each phase of a storm.

3. Direct students in Hail Yeah!!!! Performance.

- *We have two options for presenting our dance:*
 1. *Showing your choreography to the class.*
 2. *Doing it all together simultaneously. People will be focused on their own work and will not be watching others. We can do it facing the circle and then do it facing out with our backs to the circle.*
- *We will do this a few times, to have the choreography integrated into our bodies. The more times you do it, the better it will be.*

□ Summative Assessment: Uses choreography to demonstrate how sun, wind, water molecules, and temperature interact with each other during each phase of a storm.

4. Lead students in group Grow and Glow reflection.

- *Tell your neighbor and/or class:*
 - *The thing I am most proud of is...*
 - *If we did this again, I would...*

ARTS IMPACT LESSON PLAN Dance and Science Infused Lesson

Grade Level: 6th *Hail Yeah!!!*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE AND SCIENCE			Total 3
Concept	Dance Elements	Elements of a Storm	Interaction of Elements of a Storm	
Criteria Student Name	Transitions between poses using different speeds, levels, and directions.	Demonstrates with their body what sun, wind, and water molecules do one hour prior to the storm, during the storm, and one hour after the storm.	Uses choreography to demonstrate how sun, wind, water molecules, and temperature interact with each other during each phase of a storm.	
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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 IMPACT FAMILY LETTER

ARTS AND SCIENCE INFUSED LESSON: **Hail Yeah!!!**

Dear Family:

Today your child participated in a **Dance and Science** Infused lesson. We talked about how the sun, wind, water molecules, and temperature interact to produce thunderstorms. Each of these elements has a specific role in creating the environment necessary for a storm. We broke up this environment to what it looks like before the storm, during the storm, and after the storm, and students had to model what each element does before, during, and after the storm using movement.

- We discovered that each element has a specific role in each phase of the storm, and that the interaction between these elements is what allows storms to happen. For example, the sun interacts with the ground prior to a storm by heating it. The warm ground interacts with the air above it by heating the air and causing it to rise. The rising air interacts with water molecules to cause condensation to form clouds.
- We created group choreography that included a beginning and ending pose and three movements that represent the phases before, during, and after the storm. Each student selected an element in the environment and had to use their movements to show how elements interact before, during, and after the storm.

At home, you could ask your student which element they represented in their choreography. You could also ask them to recreate the three movements they created to demonstrate what their element does before, during, and after a storm.

Enduring Understanding

There are different ways to represent science models. We can demonstrate our understanding of the elements needed for a storm to develop and how they interact with each other through varying speed, levels and directions in dance.

This classroom art project was created in partnership with Arts Impact and the WA State Migrant Education Program

For 25 years, Arts Impact programs have infused the arts into everyday learning, increasing access to the arts, improving student learning outcomes, and closing opportunity gaps. National data proves that when our most vulnerable students learn in and through the arts, they flourish.

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Arts Impact Arts Infusion 2024-2025

Christy Kuhlman; Garrison Middle School; Hail Yeah!!!