



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



## ARTS IMPACT LESSON PLAN

### Dance and English Language Development Infused Lesson

#### *What Makes a Good Team?*

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Grade Level: 6th and 7th

#### Enduring Understanding

Teamwork – in dance, work, sports, and life – is built on effective communication and collaboration.

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

Students will develop dances demonstrating good teamwork within the contexts of sports teams, construction crews, farmworkers, and film production crews.

### Learning Targets and Assessment Criteria

**Target:** Identifies vocabulary related to different kinds of teams after watching the videos and discussion.

**Criteria:** Lists at least two related vocabulary words from each team/theme video and demonstrates the meaning of the word with an action.

**Target:** Understands the phrases needed to facilitate communication and collaboration in a team.

**Criteria:** Uses one or more sentence starters to demonstrate verbal communication within a specific kind of team.

**Target:** Expresses the process of teamwork through choreography.

**Criteria:** Participates in creating and performing a three-part group dance, with repetition, variety, and a closing shape.

| Vocabulary  | Materials   | Learning Standards  |
|---|---|---|
| <p><b>Arts Infused:</b><br/>Catch<br/>Play Pass<br/>Shoot<br/>Lift<br/>Push<br/>Stand<br/>Toss</p> <p><b>ELD:</b><br/>Communicate<br/>Collaborate</p> | <p><b>Materials</b></p> <p>“<a href="#">What Makes a Good Team</a>” vocabulary graphic organizer</p> <p>Google Slides: <a href="#">click here</a></p> <p>Cumbia Band Video<br/><a href="https://www.youtube.com/watch?v=16kva2YXvig">https://www.youtube.com/watch?v=16kva2YXvig</a><br/>00:00-00:35</p> <p>Construction Crew Video<br/>5:56-6:24</p> | <p><b>WA Arts Learning Standards</b></p> <p>For the full description of each anchor standard and the grade level performance standards, see:<br/><a href="https://ospi.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards">https://ospi.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards</a></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas &amp; 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 into choreography.</p> <p><b>WIDA Condensed Proficiency Descriptors</b></p> |

|  |  |  |
|--|--|--|
| <p>Goal<br/>Join<br/>Lesson<br/>Member<br/>Skill</p> <p><b>Arts:</b><br/>Direction<br/>Level<br/>Location<br/>Repetition<br/>Shape<br/>Speed<br/>Variation</p> | <p><a href="https://www.youtube.com/watch?v=M-MIVkQybiI">https://www.youtube.com/watch?v=M-MIVkQybiI</a></p> <p>Farmworker Team<br/>3:30-4:40<br/><a href="https://www.youtube.com/watch?v=rLrV5Tel7zw">https://www.youtube.com/watch?v=rLrV5Tel7zw</a></p> <p>Sports Team<br/><a href="https://www.youtube.com/watch?v=d4ZsONeT6E4">https://www.youtube.com/watch?v=d4ZsONeT6E4</a></p> <p>Film Making Team<br/><a href="https://www.youtube.com/watch?v=LMZPnwz_dt0">https://www.youtube.com/watch?v=LMZPnwz_dt0</a><br/>00:20-1:24</p> <p>Warm Up Music<br/><a href="https://www.youtube.com/watch?v=kdl6c9qWF_U">https://www.youtube.com/watch?v=kdl6c9qWF_U</a><br/>start at 6:08</p> <p>Assessment worksheet</p> | <p><b>Level 3 - Speaking</b><br/>Connect spoken ideas to own experiences<br/>• Find, select, and order information from oral descriptions</p> <p><b>Level 2</b><br/>Categorize or sequence information presented orally using pictures or objects<br/>• Follow short oral directions with the help of pictures</p> |
|--|--|--|

**ICON KEY:**

= Indicates note or reminder for teacher

R = Embedded assessment points in the lesson

**Pre-Teach**

Students will understand basic vocabulary about teamwork (communication, goals, creative) and specific vocabulary about teams in construction, film, music, and agriculture. Students will create a visual storyboard to understand the parts and the whole of a team. What other teams do you participate in your life?

**Lesson Steps Outline**

1. Show videos about different types of teams. Guide students in identifying vocabulary from the videos and generating movements to demonstrate them.

R Summative Assessment: Lists at least 2 related vocabulary words from each team/theme video and demonstrates the meaning of the word with an action.

2. Lead warm-up by using the movements developed in Step 1.  
Music: [https://www.youtube.com/watch?v=kdl6c9qWF\\_U](https://www.youtube.com/watch?v=kdl6c9qWF_U)  
start at 6:08
3. Structure teams. Guide students in communicating, listening to, and collaborating with their team members to write sentences that are examples of the kind of verbal communication needed in the team they witnessed in their video.

R Summative Assessment: Uses one or more sentence starters to demonstrate verbal communication within a specific kind of team.

4. Guide choreography about the actions and interactions of team members in a work in a specific area of work.  
Music: [https://www.youtube.com/watch?v=kdl6c9qWF\\_U](https://www.youtube.com/watch?v=kdl6c9qWF_U)

R Formative Assessment: Participates in creating and performing a three-part group dance, with repetition, variety, and a closing shape.

5. Direct performance.

R Summative Assessment: Participates in creating and performing a three-part group dance, with repetition, variety, and a closing shape.

6. Lead reflection.

R Criteria-based reflection: Reflects on their learning in vocabulary, dance, and collaboration.

## LESSON STEPS

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1. **Show videos about different types of teams. Guide students in identifying vocabulary from the videos and generating movements to demonstrate the vocabulary.**

Cumbia Band Video

<https://www.youtube.com/watch?v=16kva2YXvig>

00:00-00:35

Construction Crew

Video 5:56-6:24

<https://www.youtube.com/watch?v=M-MIVkOybjI>

Farmworker

Team

3:30-4:40

<https://www.youtube.com/watch?v=rLrV5Tel7zw>

Sports Team

<https://www.youtube.com/watch?v=d4ZsONeT6E4>

Film Making Team

[https://www.youtube.com/watch?v=LMZPnwz\\_dT0](https://www.youtube.com/watch?v=LMZPnwz_dT0)

00:20-1:24

- *What related vocabulary can you identify from watching the videos? Let's write the vocabulary on the board.*
- *Let's brainstorm movements that demonstrate the vocabulary words.*

**R Summative Assessment: Lists at least 2 related vocabulary words from each team/theme video and demonstrates with an action.**

## **2. Lead warm-up by using the movements developed in Step 1.**

Music: [https://www.youtube.com/watch?v=kdl6c9qWF\\_U](https://www.youtube.com/watch?v=kdl6c9qWF_U)

Start at 6:08

- *Let's do a physical warm-up so we can use our bodies to communicate our ideas.*
- *What were some of the actions we saw team members do in...*
  - *Cumbia band*
  - *Construction crew*
  - *Farmworker team*
  - *Sports team*
  - *Film production team*

2 Add variations to movements such as faster, slower, high, low, e.g. hammering, playing the drums, moving film equipment.

## **3. Structure teams. Guide students in communicating, listening to, and collaborating with their team members to write sentences that are examples of the kind of verbal communication needed in the team they witnessed in their video.**

- *Find a group of 4.*
- *With your team members, decide on 1 theme out of the 4 video selections (construction, film, agriculture, sports).*
- *Theme is an important idea or the meaning of the video.*
- *Use communication, collaboration, and listening skills – all part of being a good team member – to demonstrate verbal communication within a specific kind of team.*
- *In order to write about your selection, use sentence starters such as,*

- "I think....,"
- "What about.....?"
- "We should try...,"
- "Can we....?"
- "Let's do...,"

- Or add another sentence starter of your choice!

Summative Assessment: Uses one or more sentence starters to describe the kind of teamwork they witnessed in their video selection.

#### 4. Guide choreography about the actions and interactions of team members in a work in specific area of work.

Music: [https://www.youtube.com/watch?v=kdl6c9gWF\\_U](https://www.youtube.com/watch?v=kdl6c9gWF_U)

After 6:08

- Choreograph three scenes based on your chosen theme.

| First Scene  | Second Scene   | Third Scene  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Show movements in <b>unison</b> for count of 4.               <ul style="list-style-type: none"> <li>• For example, play guitar 1, 2, 3, 4 FREEZE!</li> <li>• Play drums 1,2,3,4 FREEZE!</li> <li>• Etc. Use 3-4 different movements</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Show what the team does by each member showing their <b>action</b> or/and <b>interaction</b> with other team members. Work together.</li> <li>• To make your dance interesting, use <b>variations</b> in speed, level, shape, and direction.</li> </ul> | <ul style="list-style-type: none"> <li>• Third, hold a <b>final shape</b> related to the theme of the team.</li> <li>• For example, bow for the music team, a high five for the sports team, etc.</li> </ul> |

Formative Assessment: Participates in three-part group dance with repetition, variety, and a final shape.

#### 5. Direct performance.

- Now it's time to share our team's dances with each other.

Summative Assessment: Participates in creating and performing a three-part group dance with repetition, variety, and a final shape.

#### 6. Lead reflection.

- What new words or phrases did you learn?
- What did you do to be a good team member?
- How did dance help you understand new vocabulary? Can you demonstrate a new word through movement?





- How did dance help you understand more about teamwork?

Criteria-based reflection: Reflects on their learning in vocabulary, dance, and collaboration.

# What Makes a Good Team?

name: \_\_\_\_\_

## Vocabulary in Videos

|  |  |  |   |
|--|--|--|---|
| <b>Construction Team</b>  | <b>Agriculture Team</b>  | <b>Sports Team</b>  | <b>Film Crew Team</b>  |
| ladder   | harvest  | player   | Director  |
| beams  | toss   | ball   | Actor, actress  |
| tools  | catch  | pass   | Camera operator   |
| Wood - framing   | watermelon   | shoot  | Gaffer (lighting)   |
| stand  | row  | score  | scene   |
| push   | field  | teammate   | props   |

# What Makes a Good Team?

ame: \_\_\_\_\_

## Vocabulary in Videos

|                                     |
|-------------------------------------|
| <b>Music group or a band = team</b> |
| instruments                         |
| drums                               |
| singer                              |
| guitar                              |
| play music                          |
| accordion                           |
| band member                         |



**ARTS IMPACT LESSON PLAN Dance and English Language Development Infused Lesson**

Grade 6th and 7<sup>th</sup>: *What Makes A Good Team?*

**CLASS ASSESSMENT WORKSHEET**

| Disciplines  | <b>ENGLISH LANGUAGE DEVELOPMENT Vocabulary</b>                        | <b>DANCE Creating Meaning</b>           | <b>ENGLISH LANGUAGE DEVELOPMENT Collaboration</b>                                 | <b>DANCE &amp; ENGLISH LANGUAGE DEVELOPMENT Presentation</b>   | Total<br>4 |
|--------------|---|---|---|--|------------|
| Concept      |   |   |   |  |            |
| Criteria     | Lists at least 2 related vocabulary words from each team/theme video. | Demonstrates vocabulary with an action. | Uses one or more sentence starters to demonstrate verbal communication in a team. | Participates in creating and performing a three-part group dance with repetition, variety and a final shape. |            |
| Student Name |   |   |   |  |            |
| 1.           |   |   |   |  |            |
| 2.           |   |   |   |  |            |
| 3.           |   |   |   |  |            |
| 4.           |   |   |   |  |            |
| 5.           |   |   |   |  |            |
| 6.           |   |   |   |  |            |
| 7.           |   |   |   |  |            |
| 8.           |   |   |   |  |            |
| 9.           |   |   |   |  |            |
| 10.          |   |   |   |  |            |
| 11.          |   |   |   |  |            |
| 12.          |   |   |   |  |            |
| 13.          |   |   |   |  |            |
| 14.          |   |   |   |  |            |
| 15.          |   |   |   |  |            |
| 16.          |   |   |   |  |            |
| 17.          |   |   |   |  |            |
| 18.          |   |   |   |  |            |
| 19.          |   |   |   |  |            |
| 20.          |   |   |   |  |            |
| 21.          |   |   |   |  |            |
| 22.          |   |   |   |  |            |
| 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 arts discipline and subject area?

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### **ARTS AND ENGLISH LANGUAGE DEVELOPMENT INFUSED LESSON: What Makes A Good Team**

Dear Family:

Today your child participated in a **Dance and English Language Development** Infused lesson. We talked about demonstrating good teamwork.

- We discovered how construction crews, farmworkers, sports players, music and filmmakers work as teams.
- We explored the vocabulary words we discovered in the videos of the teams we watched, and we created movements to show each of the vocabulary words.
- We created dances in groups that demonstrated our selected teams in action.

At home, you could pick a theme like cooking dinner or cleaning your room and transform it into a dance.

### **Enduring Understanding**

Teamwork – in dance, work, sports, and life – is built on effective communication and collaboration.