

Dance: Big, Fun

Fourth Grade + ELA and Dance

Adapted by Julie White and Cristi Clark

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Dance

Body

Action

Space

Time

Energy

MSCCR STANDARDS

RL.4.5, RL.4.7, RF.4.4b, W.4.4, SL.4.1b, L.4.1, L.4.3, L.4.5,

MSCCR CREATIVE ARTS STANDARDS

DA: Cr2.1.4 a.

Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.

MATERIALS NEEDED

CD, boombox, cinquain sample poems (10 total), cinquain handouts (30 total), pencils (6),

www.readwritethink.org

VOCABULARY

Cinquain, tempo, descriptive

OBJECTIVES

1. The student will review the importance of descriptive details in writing and how these bring a story to life.
2. The student will understand the connection between descriptive details in writing and dynamic qualities in movement.
3. The student will clearly demonstrate the dance elements of energy, level, and time, as well as understand the difference between moving the whole body vs. parts of the body in nonlocomotor movement.
4. The student will translate words of a cinquain poem into a creative movement phrase that represents the objects and descriptions within it, and perform this dance with clarity and confidence to represent being “articulate” in movement (similar to being articulate when speaking).
5. The student will work cooperatively, respectfully, and creatively with their peers throughout instruction.

DURATION

60 minutes

RECOMMENDED RESOURCES

Open space (if desk or chairs are in the way, these are to be moved to the walls of the room to create open space),

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

LESSON SEQUENCE

Affective Hook:

The teacher will hold up a red apple and ask student volunteers to describe it, asking for adjectives, descriptive words that end in “ing” and finally more details that bring the apple to life. She will explain the importance of descriptive words in helping us understand something in a text, whether it is a person, place, or thing, or a situation that is taking place. She will share with students that they will be creating poems and dances that are

based in describing something and also performing and speaking these to practice being articulate.

Relevance:

It is important to be able to describe something in a detailed way. In writing, it brings something to life or fully to light. In dance, it makes movement interesting and more than just a “step.” Movement and writing share this, along with the need to be “clear” in what we are saying – either with our words or with our bodies. Both are also creative, giving us a chance to express what we think, feel, and experience.

Introduction of Participation Expectations:

This is a special kind of class. You need to give me your full attention and do your best to watch me as I teach. In a movement class, you follow-the-leader and what you see me do as much as you listen to what I am saying and follow spoken directions. You also want to be spatially aware and respectful of those around you. Keep your body to yourself and stay safe in your movement above all else. We will be working together in teams for part of this class, which is important to know how to do well, and I will be asking for volunteers to help me be leaders and demonstrators as well (define a good volunteer). Make it clear to me if this is you from the beginning of class so I notice you and ask you to help me teach! Finally, we have a special “cue” for attention in class because we are moving a lot (model call-and-response and have students practice it several times). Any questions? Now we are ready to go.

Warm-up: BrainDance

Follow my lead but feel free to explore. We will be moving in all different kinds of ways in the warm-up. Do your best to do everything clearly. We will do the warm-up in place.

- Breath
- Tactile
- Core/Distal
- Head/Tail
- Upper/Lower
- Right/Left
- Cross Lateral
- Vestibular

Discussion:

During the warm-up, the teacher will explore energy (big vs. small), level (low vs. high), tempo (fast vs. slow), and non-locomotor movement (body parts vs. whole body). Following the warm-up, the teacher will identify these dance elements and ask student volunteers to offer an example of each from the warm-up. She will then explain that these “ways of doing movement” allow the movement to transform and become “descriptive” in a dance, telling the audience more about what the dance is about and allowing movement to become more than just “steps”, but have specific qualities that make them unique and mean more.

Activity One: (Introduction of Movement Concept): Exploring the Dance Elements of Body, Energy, Space, Time

The teacher will lead the class through basic improvisations in each of the elements listed below. She will alter instructional approaches for each to keep students engaged and focused, and also foster creative exploration of given movement tasks.

- Body Parts vs. Whole Body (all in unison; verbal guidance by teacher)
- High Energy vs. Low Energy (room halves; taking turns doing each)
- Low Level vs. High Level (partners; one moves in the opposite space as the other)
- Fast vs. Slow (simon says; the teacher leads initially, but then selects several student volunteers to lead)

Activity Two: (Exploration of Movement Concept): Making a Dance Phrase Descriptive!

The teacher will demonstrate a simple movement phrase on the students and lead them through practice of it enough that it is memorized:

- 4 counts “wobble”
- 4 counts “slash”
- 8 runs in a circle
- 8 counts “bounce” She will then ask for suggestions on what elements to apply where. She will lead the whole class in the application of these in certain places, and will have the class practice once more this “new version” of the dance. Afterwards she will explain that adding in these qualities is similar to being descriptive and detailed in a story.

Activity Three: (Development of Movement Concepts):

Dancing a Cinquain Poem Students will be put in groups of three and given a cinquain poem sample. The teacher will briefly describe what makes up this kind of poem, and stress the central role of descriptive words. She will then ask each group to find a way to physically represent the third “ing” line and create three distinct movements to show these words in action. The teacher will visit the students as they work to check for understanding and reiterate movement directives/choices as needed for students as they translate words into dance.

Activity Four: (Culmination of Combined Academic and Movement Concepts): Writing & Dancing the Cinquain! Students will be asked to find a partner and will each be given a cinquain handout. They will be directed to work together to write a cinquain poem about something “they love” and begin to create a dance to represent it. Ten minutes will be allocated for the creation of the written text, and five for the creation of the movement. This activity takes time, so time allowing, the entire poem is written, choreographed, and performed. The teacher will read the poem aloud as students dance it. If time is compressed, the students will finish class by writing and sharing (verbally) their poem only. The teacher would then encourage them to create a dance to accompany it as homework or on their own time/initiative. Specifically, the students will find movements to represent all descriptive words and a frozen shape that represents the first and last lines of the poem (subject matter that is repeated). Students observing performances will be asked to comment on clarity and creativity. Expectations

for performance and audience members will be reviewed prior to student showings and students who choose to show will be thanked for their contributions.

EXTENDED LEARNING ACTIVITIES

Differentiated Learning for Culminating Activity:

- Below Grade Level: Write and complete a descriptive cinquain poem correctly.
- On Grade Level: Write and complete a descriptive cinquain poem correctly and create movement to represent it that is shared through performance.
- Above Grade Level: Write and complete a descriptive cinquain poem correctly and create movement to represent it that is particularly creative and shared confidently in performance.

SOURCES

Lesson written by Julie White; www.wigglegenius.com Lesson edited and updated by Cristi Clark

TIPS + FREQUENTLY ASKED QUESTIONS

Closure Today we learned the importance of being descriptive in writing and also in dance. We danced some cinquain poems and created some of our own, and for both, found ways to show these descriptive words in movement. The teacher will thank the students for their efforts and participation.