

ARTS IMPACT LESSON PLAN

Dance and Literacy Infused Lesson

Dance and Descriptive Words

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Grade Level: Pre-kindergarten



Enduring Understanding

Moving in one spot (self-space) and moving through space (general space) can reflect types of movements we read about in books and do in our everyday lives.

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

Students move safely in their kinespheres. They explore moving in self space (in one spot) and general space (traveling). As the teacher reads a book, students dance the descriptive words of the story in self and general space.

Learning Targets and Assessment Criteria

Target: Moves in self-space and in general space.

Criteria: Performs actions in one spot and through the room.

Target: Communicates effectively.

Criteria: Makes movements to communicate the descriptive words in the story.

Target: Moves in self-space and general space reflecting words from the text.

Criteria: Performs actions of story's descriptive words in one spot and through the room.

Vocabulary

Arts Infused:
Action Words

Literacy:
Descriptive Language

Arts:
Dance
Echoing
Kinesphere
Space: Self & General

Materials

Museum Artworks or Performance
Seattle, WA
Pacific Northwest Ballet

Tacoma, WA
Broadway Center for the Performing Arts

Materials

Dance Word Signs: self-space, general space, kinesphere; Rug squares or rubberized spots; Music player; Class Assessment Worksheet
Book: Rosen, Michael (author) and Oxenbury, Helen (illustrator); *We're Going on a Bear Hunt* (New York, London, Toronto, Sydney: Margaret K. McElderry books, 1989) (large format version is preferable)
Music: Eric Chappelle, *Music for Creative Dance: Contrast and Continuum, Volume III* and "BrainDance with Rhymes" from *BrainDance Music*.
Tickle Tune Typhoon, *Circle Round, #8 "Bear Hunt"* as resource for call & response/echo version of story; *We're Going on a Bear Hunt*, Rosen, Michael (author) and Oxenbury, Helen (illustrator), Barry Gibson (Music and activities), Candlewick Audio, Walker Books Ltd. 2002, A sQuarish production.

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Space, Place
- 1.2.1 Skills and Techniques: Locomotor Movements and Non-locomotor Movements
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Dance and Literacy

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.del.wa.gov/development/guidelines/>

- (Age 4-5) 3. Touching, seeing, hearing, and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another; show coordination & balance; enjoy challenge of new activities.
- (Age 4-5) 5. Communicating (literacy): Reading: Use actions to show ideas from stories, signs, pictures, etc.
- (Age 4-5) 6. Learning about my world: Arts: show creativity and imagination.

continued

Learning Standards

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/>

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

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.


Value evidence.

ICON KEY:

-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

Pre-Teach

Introduce movement safety. Lead the BrainDance with Rhymes. Read *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury.


 Although this lesson references a specific story, it is by no means limited to any one story. These strategies can be applied to any story that is used in the classroom.

Lesson Steps Outline

Day One

1. Lead BrainDance Warm-up with self and general space.

Music: #17-26 "BrainDance with Rhymes" from *BrainDance Music* by Eric Chappelle

 Criteria-based process assessment: Follows teacher's cues and does the BrainDance in self and general space.

Day Two

1. Introduce dance concept of kinesphere (space bubble or personal space). Show the dance word sign: kinesphere.

☒ Criteria-based process assessment: Explores kinesphere.

2. Introduce concepts of self and general space. Show the dance word signs: self-space and general space.

Music: #3 "Dancing Digits", *Music for Creative Dance, Volume III* by Eric Chappelle

3. Ask students to dance in self and general space.

Music: #3 "Dancing Digits", *Music for Creative Dance, Volume III* by Eric Chappelle

☒ Criteria-based teacher checklist: Performs actions in one spot and through the room.

Day Three

1. Introduce using the 21st Century Skill of Communication.

2. Guide interactive read-aloud communicating with movements in self and general space.

☒ Criteria-based teacher checklist: Makes movements to communicate the descriptive words in the story. Performs actions of story's descriptive words in one spot and through the room.

3. Facilitate student reflection on dancing descriptive words and the use of self and general space in the story and in their daily lives.

☒ Criteria-based reflection: Makes movements to communicate the descriptive words in the story. Connects movement in self and general space with everyday life.

LESSON STEPS

Day One

1. Lead BrainDance Warm-up with self and general space. (originally developed by Anne Green Gilbert, www.creativedance.org, video reference: *BrainDance, Variations for Infants through Seniors*). Music: #17-26 "BrainDance with Rhymes" from *BrainDance Music* by Eric Chappelle

■ Make sure your students are familiar with this version of the BrainDance before you begin to add in the concepts of self and general space.

Breath: *Bubble Gum*

- *Today we are going to add ideas as we do the BrainDance. We're going to use the space around us as we blow up our bubbles. Dancers call moving through the empty space in the room moving in the general space.*
- *Breathe in through the nose and out the mouth. Grow from the center of your body when you inhale, and shrink when you exhale. Breathe all the way to your fingernails and toenails.*
- *Start sitting in a small circle. Move backward through the general space and then pop the bubble.*
- *Move forward again to form a smaller circle.*

Tactile: *Hickory Dickory Dock*

- *Let's do this standing. Squeeze from your feet to your head as the mouse goes up the clock.*
- *When the clock strikes one, jump forward through the general space.*
- *On "Hickory Dickory Dock" move back to where you started. Squeeze, tap, and pat the body lightly (feet, legs, torso, arms, shoulders, neck, head, face).*

Core-Distal: *Twinkle Twinkle*

- *Each time you reach out into your star shape, take a step into the general space.*
- *Reach out; grow big and curl and shrink small.*

Head-Tail Movement: *Bounce Like a Ball and Pussy Cat*

- *Let's all sit down with the bottoms of our feet together in the butterfly position. We will do this next part staying in one spot. Dancers call this self-space.*
- *Curl or round your body forward from head to tailbone. Lengthen long or arch backwards. (Add yoga "cat-cow" and curving side to side.)*

Upper/Lower Half Connection: *I Shake My Hands*

- *Let's stay sitting in one spot again. Only the top half of body dances. You can reach, shake, or use a dance concept like sharp and smooth energy.*
- *Then, only the bottom half of body dances. You can kick, stomp, or use a dance concept like fast and slow time or just do freestyle.*

Body-Half Right & Left: *One, Two, Buckle My Shoe*

- *Let's do this one in self-space but lying down on our sides. The left side of the body holds still and only the right side dances.*
- *The right side of the body holds still and only the left side dances.*

Cross-Lateral Connection & Eye Tracking: *Miss Mary Mack*

- *Self-space sitting. Crisscross your legs. Crisscross your arms. Reach your elbow across the middle of your body. Reach your elbow to opposite knee, or hand to opposite foot.*
- *For eye tracking, let your eyes follow your hand. Reach the left hand and then the right hand up and down.*

Vestibular Stimulation: *Humpty Dumpty*

- *Stay in one spot for this too. Tip or swing side-to-side and then forward and back. Spin.*

Crawling, Creeping, and Walking Patterns: *Scaly Lizard, etc.-*

- *Now we'll move forward and backward through the general space.*
- *Belly crawl forward and backward.*
- *Creep on hands and knees.*
- *Rise a little bit more from the floor and walk on hands and feet like a lumbering bear.*
- *Walk on two feet.*

☐ This series mirrors an infant's stages of motor development.

☑ Criteria-based process assessment: Follows teacher's cues and does the BrainDance in self and general space.

Day Two

1. Introduce dance concept of kinesphere (space bubble or personal space). Show the dance word sign: kinesphere.

▮ Ask students to stand on their rug squares or spots placed in a large circle or scattered in space.

- *Let's blow up a piece of bubble gum into a huge bubble. Step inside. This is your space bubble; your very own piece of space. It is the amount of space your body uses as it moves or freezes. Dancers call it their kinesphere.*
- *Say the word with me.... KINESPHERE.*
- *Expand your kinesphere. Now shrink it.*
- *Your kinesphere always needs empty space to move or freeze in.*
- *Tell me again what dancers call their space bubble. Kinesphere! Shout it. Whisper it.*

▮ Show the dance word sign: kinesphere.

☒ Criteria-based process assessment: Explores kinesphere.

2. Introduce concepts of self and general space. Show the dance word signs: self-space and general space.

Music: #3 "Dancing Digits", *Music for Creative Dance, Volume III* by Eric Chappelle

▮ Show the dance word signs of the concepts to begin word recognition for visual learners.

- *I'll dance in self-space when the music is playing. That means I'll stay on my rug square. I'll freeze when the music stops.*
- *I'll dance in general space when the music is playing. That means I'll move through the room. I'll freeze back at my rug square when the music stops.*

▮ Use vocal cues as you move. This will help students to know when to move in self or general space and when to freeze.

3. Ask students to dance in self and general space.

Music: #3 "Dancing Digits", *Music for Creative Dance, Volume III* by Eric Chappelle

- *Listen to my voice. I'll tell you if the movement should be in self-space, on your rug, or through the general space. Stand in your self-space, on your rug, to begin.*
- *Shake in self-space. Freeze.*
- *Shake through the general space. General space is all the empty space in our room. When we move in general space it's important to share the space without bumping into each other. Look for the empty spaces for your space bubble or kinesphere to move through. Freeze.*

▮ Use vocal cues to warn students to return to rugs when music stops.

- *Try twisting, jumping, swaying, etc. in self-space and general space.*

- *Who liked moving in the general space? Why? Show us.*
- *Who liked moving in self-space? Why? Show us.*
- *What was the word we used for our space bubble?*

☒ Criteria-based teacher checklist: Performs actions in one spot and through the room.

Day Three

1. Introduce using the 21st Century Skill of Communication.

- *When we read the story today, we will be using the 21st Century Skill of Communication by dancing movements in self and general space to show the meaning of descriptive words.*
 - *Will you repeat that word with me? COM-MU-NI-CA-TION. Let's tap the word into our shoulders while we say it again. COM-MU-NI-CA-TION. Let's tap another way. We'll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. COM-MU-NI-CA-TION.*
 - *Communication means using our bodies to show our ideas. We will use our body movement to communicate the descriptive words in our story.*
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2. Guide interactive read-aloud communicating with movements in self and general space.

▮ Display large format version of *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury.

- *We will be telling the story, but today we will add movements through self and general space at certain points during the story.*
- *Everyone sit on your rug square and tap a steady "walking" rhythm on your legs. Remember this first part of the story will all be in our self-space. We stay sitting on our rugs.*

▮ Read *We're Going on a Bear Hunt*. Guide students to echo you.

- *When we say, "We can't go over it," make a gesture with one arm going over the other. When we say, "We can't go under it," make a gesture with one hand going under the other. When we say, "Oh no! We've got to go through it," make a gesture going through.*
- *Watch me as I demonstrate how we will do the next section. I stand up and do swishy, swashy movements in one spot as I say the words. Say them with me, if you'd like.*
- *Next I do the swishy, swashy movements in the general space moving away from my rug. And then I'm going to repeat those words and movements again, as I travel through the general space and back to my rug.*
- *Sit on your rug and we'll go on with our story. Start "walking" the rhythm on your legs and be ready to echo the words from our story.*

▮ Continue telling the story using the established pattern, using the descriptive movement words to dance in self and general space. At the climax of the story, retreat back through all the different environments, make sure the students stay in self-space and only move on their rugs.

☑ Criteria-based teacher checklist: Makes movements to communicate the descriptive words in the story. Performs actions of story's descriptive words in one spot and through the room.

3. Facilitate student reflection on dancing descriptive words and the use of self and general space in the story and in their daily lives.

- *Raise your hand to show us how you did splash, splosh in your self-space. Why was that self-space?*
- *Raise your hand to show us tiptoe, tiptoe, tiptoe through the general space. Please end back on your rug. Why was that general space?*
- *Raise your hand to tell us or show us another word from the story that shows movement.*
- *Everyone show me how you looked when you were hiding in bed.*
- *How do you use self-space or general space at home, at school, when you are playing?*

☒ Criteria-based reflection: Makes movements to communicate the descriptive words in the story. Connects movement in self and general space with everyday life.

Lesson Extension: Listen to the audio version of the story and use instrumental track to tell your version of the story. *We're Going on a Bear Hunt*, Rosen, Michael (author) and Oxenbury, Helen (illustrator), Barry Gibson (Music and activities), Candlewick Audio, Walker Books Ltd. 2002, A sQuarish production.

ARTS IMPACT LESSON PLAN Dance and Literacy Infused Lesson

Pre-kindergarten: *Dance and Descriptive Words*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE		DANCE/LITERACY	DANCE/LITERACY		Total 5
Concept	Self and General Space		Communication	Descriptive Words		
Criteria	Performs actions in one spot.	Performs actions through the room.	Makes movements to communicate the descriptive words in the story.	Performs actions of story's descriptive words in one spot and through the room.	Performs actions of story's descriptive words in one spot and through the room.	
Student Name						
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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 dance and literacy?

Teacher: _____

Date: _____

ARTS AND LITERACY INFUSED LESSON: *Dance and Descriptive Words*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We learned that stories have lots of descriptive language that we can use to make movement.

- We learned about moving in our self-space or staying in one spot as we danced.
- We moved through the general space or danced through all the empty spaces in the room.
- We told a story using movements that were inspired by the descriptive language in the book.

At home, you could add movement in self and general space to parts of your favorite stories while you read them aloud.

Enduring Understanding

Moving in one spot (self-space) and/or moving through space (general space) can reflect types of movements we read about in books and do in our everyday lives.