

ARTS IMPACT SUMMER SCHOOL

READING/WRITING/DANCE LESSON – SECOND GRADE

Dancing the Sequence of a Story

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Problem to Solve: How can writing and dance retell the sequence of a story?

Understanding: Describing key events and actions either in words, or by using shapes and smooth and sharp movements, can retell the beginning, middle, and end of a story.

Brief Description of Task/Project

Students read a story and retell the beginning, middle, and end of the story in writing and by choreographing dances with this form: shape, eight count sharp or smooth movement phrase, shape.

Target Learning and Assessment Strategies

Knowledge and skills: *The student:*

Target: Identifies key events in writing and uses elements of dance to retell the sequence of a story.

Criteria: Writes significant actions and choreographs a dance with shapes and sharp/smooth movement phrases that describe the beginning, middle, and end of the story.

Evidence of Student Learning

Choreographed movement phrase
Student writing

Instructional Strategies for the Teacher and Student

1. **Teacher:** Prepares students for dancing at summer school. Creates agreements/rules for dance behavior. *Prompt: How can we be safe and creative at the same time?* **Teaches Brain Dance Warm-up.**

Student: Contributes to group agreements. Warms up.

2. **Teacher:** **Reads the story** with students and **charts the sequence of the story** with student input.

Student: Reads story with teacher and relates the key events that indicate the beginning, middle, and end of the story.

3. **Teacher:** **Introduces and demonstrates the dance elements of shape and sharp/smooth energy.** *Prompt: When I hit the drum, change your shape. Prompt: What are some other words that describe sharp energy? Smooth energy?*

Student: Explores shape and sharp/smooth energy.

4. **Teacher:** **Directs Move and Freeze** combining shape, energy, and 8 count movement phrases. Plays the drum and cues the students. *Prompts: Shape - 1,2,3,4,5,6,7,8, smooth - 1,2,3,4,5,6,7,8, shape -1,2,3,4,5,6,7,8, sharp - 1,2,3,4,5,6,7,8, shape - 1,2,3,4,5,6,7,8.*

Student: Freezes in a shape for 8 counts to begin, then moves for eight counts with sharp or smooth energy, as teacher counts and plays the drum. When the drum stops, freezes in a shape for 8 counts.

5. **Teacher:** **Describes and models Story Sequence Choreography** with students. Directs attention to the beginning of the story sequence chart. *Prompts: We're going to create a dance to show what happens in the beginning of the story. Here's our criteria: Your dance should show what happens in that part of the story. 1) Design a starting shape. Hold that shape for 8 counts. 2) Choreograph an 8-count movement phrase using sharp and/or smooth energy. 3) Design a finishing shape. Hold that shape for 8 counts. Make a connection between shape and event. What shapes will you choose? Select the energy that best fits the action in the story.*

Student: Students experiment, exploring different shapes and movement phrases to show the story sequence.

6. **Teacher:** **Guides the creation and rehearsal** process for *Story Sequence Choreography*. Divides class into small groups, one for each section of the story. Reminds students of criteria. Supports students' process. *Guides students to record the choreography.*

Prompts: How does your dance show what happens in your section of the story? Did you select smooth or sharp energy? Why?

Student: Reviews their section of the story, choreographs shapes and movement phrase to show what happens in that part of the story. Rehearses and adjusts the dance through several drafts, writes down the choreography. **Embedded Assessment:** Criteria-based self-assessment

7. Teacher: **Leads students through the performance process.** Directs students to do all the small group dances in sequence from beginning to middle to end, to match the sequence of story. *Prompts: What do performers want from their audiences? What do audiences want from their performers?* Embedded Assessment: Criteria based-checklist.

Student: Performs and records dances.

8. Teacher: **Reflects with students.** Embedded Assessment: Criteria-based checklist

Student: Reflects and responds. Writes the sequence of the whole story (beginning, middle, and end).

Vocabulary

- movement
- shape
- smooth energy
- sharp energy

Selected Resources

Classroom Resources:
drum, literature,

*Music: Music for Creative
Dance, Contrast and
Continuum, Volume III*

Student Applications of Learning

Student records beginning, middle and end in writing and dance.

Essential Learnings

REL 1.4: story elements: setting

WEL 1.1 develop concept and design: relevant

*details: character attributes WEL 2.2: write for
a purpose: describe something*

AEL 1.1 concepts: shape, energy

ARTS IMPACT

READING/WRITING/DANCE LESSON – SECOND GRADE

Dancing the Sequence of a Story

Assessment page 1 (organized by groups)

Target Learning and Assessment Strategies

Knowledge and skills: *The student:*

Target: Identifies key events in writing and uses elements of dance to retell the sequence of a story.

Criteria: Writes significant actions and choreographs a dance with shapes and sharp/smooth movement phrases that describe the beginning, middle, and end of the story.

SELF ASSESSMENT

Student	Sequence Choreography		
Describe what happens in your section of the story.	1) What is the first key event or action?	2) What is the middle (climax) event or action?	3) What is the last key event or action?
Describe your shapes and movements using words, pictures, or and/or numbers.	What is your first shape? (8 counts)	What is your movement? (8 counts) Is it smooth or sharp?	What is your last shape? (8 counts)

ASSESSMENTS CHECKLIST

Student	Sequencing			Total Points 3
	ARTISTIC RESPONSE choreographs events with a first shape and a last shape to show beginning, middle, or end of story	ARTISTIC RESPONSE choreographs actions using specific movement phrase with sharp or smooth energy to show beginning, middle, or end of story	LITERACY RESPONSE identifies beginning, middle and end as key events and actions in writing	
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20.				
Total				
Percentage				
Mean				
Median				

Teacher Comments:

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READING/WRITING/DANCE LESSON – SECOND GRADE

Dancing the Sequence of a Story

Assessment page 2 (for reporting)

Target Learning and Assessment Strategies

Knowledge and skills: *The student:*

Target: Identifies key events in writing and uses elements of dance to retell the sequence of a story.

Criteria: Writes significant actions and choreographs a dance with shapes and sharp/smooth movement phrases that describe the beginning, middle, and end of the story.

SELF ASSESSMENT

Student	Sequence Choreography		
Describe what happens in your section of the story.	4) What is the first key event or action?	5) What is the middle (climax) event or action?	6) What is the last key event or action?
Describe your shapes and movements using words, pictures, or and/or numbers.	What is your first shape? (8 counts)	What is your movement? (8 counts) Is it smooth or sharp?	What is your last shape? (8 counts)

ASSESSMENTS CHECKLIST

Student	Sequencing			Total Points 3
	ARTISTIC RESPONSE choreographs events with a first shape and a last shape to show beginning, middle, or end of story	ARTISTIC RESPONSE choreographs actions using specific movement phrase with sharp or smooth energy to show beginning, middle, or end of story	LITERACY RESPONSE identifies beginning, middle and end as key events and actions in writing	
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20.				
Total				
Percentage				
Mean				
Median				

Teacher Comments:

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Dancing the Sequence of a Story

Dear Family:

Your child participated in a writing lesson focused on **beginning, middle and end** in a story.

1. We investigated the dance elements of **shape** and smooth/sharp energy in response to a cue from a drum.
2. We combined shape and energy with an eight-count **movement phrase** to describe **events** and **actions** associated with the story event.
3. We charted the key events and actions that indicate the beginning, middle and end of the story.
4. We created the **choreography** of a story in a small group with a beginning shape, a movement phrase and an ending shape that related directly to the event and actions from one of the parts of the story. We performed as a class connecting dance and story sequences for beginning, middle and end.
5. We wrote the sequence of the whole story (beginning, middle and end).

At home you could recount a favorite story telling the significant events of the story in sequence: beginning, middle and end.

UNDERSTANDING

***Describing key events and actions
and creating shapes and smooth and sharp movements
can relate the beginning, middle and end of a story.***

SEQUENCE FOR TEACHING STRATEGIES IN SEQUENCING OF A STORY (CHOREOGRAPHY)

DAY ONE

A INTRODUCTION TO DANCE

1) Creates agreements/rules for dance behavior. Charts agreements. *Prompt: How can we be safe and creative at the same time?*

2) BRAIN DANCE WARM-UP

Teaches *Brain Dance Warm-up*. (originally developed by Anne Green Gilbert, video reference: *Brain Dance, Variations for Infants through Seniors*) Music: *Potpourri* from *Music for Creative Dance, Volume III*. The dance uses the following sequence of movement patterns: Tactile, Breath and Core-Distal, Head-Tail, Upper Half, Lower Half, Body-Half Right, Body-Half Left, Swing, Cross-Lateral, Spin And Jump.

LINK-UPS FOR REFLECTION

3) Guides reflection: *Prompts: Cross your ankles. Hold your arms out in front of you. Turn your thumbs down. Cross one hand over the other so the palms are facing each other. Link up (interlace) your fingers. Bring your hands down and into your chest ("turn inside out"). Take a quiet moment to listen to your breath and think of your answer to the reflection question. Think about how you were safe and creative at the same time. How did you do that?*

DAY TWO

READING AND CHARTING A STORY

1) Reads the story with students.

2) Charts the story sequence on big paper.

Beginning	Middle	End
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Depending on the story, you might want to subdivide the middle section as below:

Beginning	Middle			End

For example, *The Itsy Bitsy Spider* (told and illustrated by Iza Trapani) could be charted like this:

Beginning	Middle				End
1. Spider climbs up spout. 2. Rain washes spider down. 3. Spider climbs back up.	1. Spider climbs up kitchen wall. 2. Fan makes spider fall. 3. Spider climbs back up.	1. Spider climbs up yellow pail. 2. Mouse tail makes spider fall down. 3. Spider climbs back up.	1. Spider climbs up rocking chair. 2. Cat knocks spider down. 3. Spider creeps back up.	1. Spider climbs up maple tree. 2. Spider slips on some dew. 3. Spider climbs back up.	1. Spider climbs up tree. 2. Spider spins web. 3. Spider rests in the sun.

INTRODUCING SHAPE AND ENERGY

1) Demonstrates shapes. *Prompt: Whenever I freeze, I'm in a shape.*

Plays the drum for student shape exploration. *Prompts: When I hit the drum, change your shape. Try a high shape, a slow shape, a big shape, a small shape.*

2) Demonstrates sharp energy and then smooth energy. *Prompts: What are some other words that describe sharp energy (e.g. jerky, robotic, stops and starts)? Smooth energy (e.g. flowing, on-going, no stops)?*

Plays the drum for student exploration of sharp energy and then smooth energy.

MOVE AND FREEZE

Counts and plays the drum. The student freezes in a shape to begin and holds the shape for 8 counts, then moves for eight counts with sharp or smooth energy, then student freezes in a shape. *Prompts: Shape - 1,2,3,4,5,6,7,8, smooth - 1,2,3,4,5,6,7,8, shape -1,2,3,4,5,6,7,8, sharp - 1,2,3,4,5,6,7,8, shape -1,2,3,4,5,6,7,8.*

Prompts: Show me the difference between sharp and smooth energy? Make sure I can tell which one you are doing. Is your sharp movement really sharp? Does the movement have stops? Is your smooth movement really smooth with no stops? When you freeze, can you hold your shapes for 8 counts without wiggling.

BODY BRAINSTORM FOR SEQUENCE CHOREOGRAPHY FORM

1) Introduces exploring different shapes and movement phrases to show the story sequence.

Prompts: Now let's experiment with transforming this story into a dance. To demonstrate how we will dance a story, we will create a dance to show what happens in the beginning of the story. Here's our criteria: Our dance should show what happens in the beginning part of the story. 1) Design a starting shape that shows the first action. Hold that shape for 8 counts. 2) Choreograph an 8-count movement phrase using sharp and/or smooth energy to describe what happens next. 3) Design a finishing shape: the last action in this part of the story. Hold that shape for 8 counts.

For example, if you were using *The Itsy Bitsy Spider*: 1) You would make a shape for the spider climbing up the spout, and hold it for 8 counts. 2) You would do 8 counts of sharp or smooth movement for the rain washing spider down.

3) You could make a shape for the spider climbing backup, and hold it for 8 counts.

LINK-UPS FOR REFLECTION

1) Describes Link-Ups for reflecting. *Prompts: Cross your ankles. Hold your arms out in front of you. Turn your thumbs down. Cross one hand over the other so the palms are facing each other. Link up (interlace) your fingers. Bring your hands down and into your chest ("turn inside out"). Take a quiet moment to listen to your breath and think of your answer to the reflection question. The reflection question: Think of a shape you made or observed for the beginning of the story. What did it show about the beginning?*

DAY THREE

MOVE AND FREEZE

Counts and plays the drum. The student freezes in a shape to begin and holds the shape for 8 counts, then moves for eight counts with sharp or smooth energy, then student freezes in a shape. *Prompts: Shape - 1,2,3,4,5,6,7,8, smooth - 1,2,3,4,5,6,7,8, shape - 1,2,3,4,5,6,7,8, sharp - 1,2,3,4,5,6,7,8, shape -1,2,3,4,5,6,7,8.*

STORY SEQUENCE CHOREOGRAPHY – Choreography (First Draft)

Prompts: Yesterday we danced the beginning of the story. Now we'll work in small groups to dance the middle and the end of the story using the same structure of shape, movement phrase and shape.

For musical accompaniment you could use *Fiesta* or *Raggedy March* from *Music for Creative Dance, Contrast and Continuum, Volume III*, or you could use a drum to keep the beat.

1) Divides class into small groups, one for each section of the story. *Prompt: Your dance should show what happens in your part of the story.*

2) Asks each group to review or reread its story section. Reviews the story sequence chart.

3) Describes criteria and guides student choreography. (Depending on the story selected, the dances may be accompanied by percussion, a CD, counting, or silence.)

- a. Design a starting shape. Hold that shape for 8 counts.
- b. Choreograph an 8-count movement phrase using sharp and/or smooth energy.
- c. Design a finishing shape. Hold that shape for 8 counts.

4) Rehearses dances in small groups.

5) Shows first drafts of each group in order from beginning, through middle, to end of the story. *Prompts: What do performers want from their audiences? What do audiences want from their performers?* Stops after each group for responding.

6) Responds: Each group describes (retells in words) what happens in its section of the story. *Prompt: What happened in your section of the story. How did you choose to dance it? What kind of energy did you use? Why?*

7) Asks students to record their dances. Student writes down the choreography of his/her small group. *Prompt: Describe your starting shape, your 8 count phrase, and your finishing shape. How does your dance show what happens in your section of the story? Embedded Assessment: Criteria-based self-assessment*

DAY FOUR

MOVE AND FREEZE

Counts and plays the drum. The student freezes in a shape to begin and holds the shape for 8 counts, then moves for eight counts with sharp or smooth energy, then student freezes in a shape. *Prompts: Shape - 1,2,3,4,5,6,7,8, smooth - 1,2,3,4,5,6,7,8, shape - 1,2,3,4,5,6,7,8, sharp - 1,2,3,4,5,6,7,8, shape - 1,2,3,4,5,6,7,8.*

STORY SEQUENCE CHOREOGRAPHY – Practice and Performance

1) Review the beginning section of the story that you created on Day Three.

2) Asks students to join their small groups and remember their dance from last week and to practice it until they can dance it fluidly without stops for remembering what comes next. Remind students to refer to their written choreography. It will help them remember.

3) Directs student performance. Asks students to do all the small group dances in sequence from beginning to middle to end without stopping in between each small group.

4) Responds: *Describe what you saw in the performance. What happened in each part of the story? What shapes did you see? Sharp moves? Smooth moves? How did dancing and watching the dances help you understand the sequence of the story? Embedded Assessment: Criteria-based peer reflection*

5) Student writes the sequence of the whole story (beginning, middle, and end). *Prompts: Remember what happened in the dances. What was the first group? What did they do? ... Embedded Assessment: Criteria-based teacher checklist*

