

ARTS IMPACT LESSON PLAN

Dance and Writing Infused Lesson

Lesson Three: *Smooth and Sharp Cinquain Dances*

Author: Debbie Gilbert Grade Level: Third
 Reference: "Sharp and Smooth Energy Qualities" by Joanne Petroff

Enduring Understanding

Selecting specific words and connecting related movements can create poetry and dances that communicate in a particular form.

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

Students explore the dance concepts of smooth and sharp energy. Generating ideas, students brainstorm adjectives and words that describe one of the energy qualities. As a class, and then later in small groups, students write a poem in the cinquain form expressing either smooth or sharp energy. They choreograph the poem by choosing movements to show the meaning of the words and reflect by describing how the word and movement choices communicated the energy quality.

Learning Targets and Assessment Criteria

Target: Moves using two qualities of energy.

Criteria: Performs smooth movement and sharp movement.

Target: Chooses descriptive words to write a cinquain poem.

Criteria: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form.

Target: Uses movement choice to communicate poetry through dance.

Criteria: Selects diverse choices of shapes and actions to show the energy quality described in the poem.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Cinquain</p> <p><u>Reading/Writing:</u> Adjective Noun Phrase Synonym Verb</p> <p><u>Arts:</u> Energy Shape Sharp Smooth</p>	<p>Museum Artworks or Performance</p> <p><u>Seattle, WA</u> Pacific Northwest Ballet UW World Series of Dance</p> <p><u>Tacoma, WA</u> Broadway Center for the Performing Arts</p> <p>Materials <i>Writing Dances</i> CD by Debbie Gilbert; CD player; Drum/percussion instrument; White board or chart paper & markers; Lesson worksheet; Arts Impact journals; Pencils</p> <p style="text-align: right;"><i>continued</i></p>	<p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.1.1 Elements: Shape 1.1.3 Elements: Energy 1.1.4 Principles of Choreography: Theme 1.2.1 Skills and Techniques: Performs Dances from Memory (Sequence) 1.4.1 Audience Skills 2.1.1 Creative Process 2.3.1 Responding Process 4.2.1 Connection between Dance and Writing</p> <p>Early Learning Guidelines (Pre-K – Grade 3) (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 using the whole body. Using small muscles: writes some letters. (Age 4-5) 5. Communicating (literacy): Speaking and listening: use words to describe actions; remember and follow directions involving two or three steps; listen and respond in a group discussion. Writing: use letter-like symbols to make lists.</p> <p style="text-align: right;"><i>continued</i></p>

Pacific Northwest Ballet images:
Carla Körbes and Seth Orza in
Christopher Wheeldon's *Carousel*



Batkhurel Bold in Paul Gibson's *Rush*



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(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination.

Common Core State Standards in ELA

For a full description of CCSS ELA Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

RL.3.10. Read and comprehend literature, including poetry

W.3.4. Produce writing in which the development and organization are appropriate to task and purpose.

L.3.3. Choose words and phrases for effect.

L.3.5a. Identify real-life connections between words and their use.

L.3.5b. Distinguish shades of meaning between closely related words.

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
Gather Information • From WHAT you know • From WHO you know • Brainstorm	• Create drafts • Organize ideas • Make a choice	• Check in with self • Check in with others • Refine work

Pre-Teach

This is the third writing infused lesson in a series of three. The first two infused lessons, **Three Vivid Verbs Dance** and **Describing Mirror Dances (Size and Tempo)**, should be taught before this lesson.

Lesson Steps Outline

Day One

1. Prepare students for exploring smooth and sharp energy. Display lesson criteria and dance photos. Lead students in exploring each concept with a hand dance.

2. Lead students in *BrainDance* warm-up.

Music: "Language of Dance BrainDance 2/3" #8, *Writing Dances* by Debbie Gilbert.

3. Introduce the concepts of smooth and sharp energy. Display the dance word signs for the concepts. Demonstrate the concepts. Direct Move and Freeze with sharp and smooth energy.

Criteria-based teacher checklist, self-assessment: Performs smooth movement and sharp movement.

4. Assist students in choosing the subject for the poem: either smooth energy or sharp energy. Lead class in a Word Brainstorm. Chart student responses.

5. Guide students in the writing of a class cinquain.

☑ Criteria-based process assessment: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form.

6. Create an energy cinquain dance with student input and direct its rehearsal. Music: speaking the poem and/or “Sharp Cinquain” #12 or “Smooth Cinquain” #13, *Writing Dances*.

☑ Criteria-based process assessment: Selects diverse choices of shapes and actions to show the energy quality described in the poem.

7. Lead students through the performance and responding process. Ask half of the students to perform and half to be the audience and then to reverse roles. Review performer and audience expectations.

☑ Criteria-based reflection: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form. Selects diverse choices of shapes and actions to show the energy quality described in the poem.

Day Two

1. Lead students in *BrainDance* warm-up.

Music: "Language of Dance BrainDance 2/3" #8, *Writing Dances* by Debbie Gilbert.

2. Repeat Move and Freeze with sharp and smooth energy.

Criteria-based teacher checklist, self-assessment: Performs smooth movement and sharp movement.

3. Guide students in writing and choreographing cinquain dances in small groups.

Music: speaking the poem and/or using "Sharp Cinquain" #12 or "Smooth Cinquain" #13, *Writing Dances*.

Criteria-based teacher checklist: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form. Selects diverse choices of shapes and actions to show the energy quality described in the poem.

4. Lead students through the performance and responding process. Ask each group to perform, and the audience to respond. Review performer and audience expectations.

Criteria-based teacher checklist, peer assessment: Selects diverse choices of shapes and actions to show the energy quality described in the poem.

5. Guide students in journal reflections.

Criteria-based teacher checklist and self-assessment: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form. Selects diverse choices of shapes and actions to show the energy quality described in the poem.

LESSON STEPS

Day One

1. Prepare students for exploring smooth and sharp energy. Display lesson criteria and dance photos. Lead students in exploring each concept with a hand dance.

📖 Sharing professional work



📖 You may use these photos: Pacific Northwest Ballet: Carla Körbes and Seth Orza in Christopher Wheeldon’s *Carousel*, Batkhurel Bold in Paul Gibson’s *Rush*. You could also choose to find your own photos that represent a variety of styles and cultures.

- *Today we will be dancing with smooth energy and sharp energy.*
- *Show me a smooth movement with your hands. Say, "smooth" when you move your hands.*
- *Show me a sharp movement with your hands. Say, "sharp" when you move your hands.*
- *Here are photographs of Pacific Northwest Ballet dancers making shapes. Which shapes are sharp? Why?*
- *Which shapes are smooth? Why?*
- *We will also be choosing specific words to describe one of the energy qualities in a poem and transforming the poem into a dance.*

2. Lead students in *BrainDance* warm-up. (BrainDance originally developed by Anne Green Gilbert, www.creativedance.org, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors.*)

Music: "Language of Dance BrainDance 2/3" #8, *Writing Dances* by Debbie Gilbert.

ARTS IMPACT DANCE AND WRITING INFUSION – Third Grade Lesson Three: *Smooth and Sharp Cinquain Dances*

- *The BrainDance has our dance words for today: sharp and smooth. At the end of the BrainDance, I'll ask you where we did them in the BrainDance.*

Breath

- *Your muscles and your brain need oxygen, so slowly inhale through your nose and slowly exhale through your mouth.*

Tactile

- *Slowly brush your arms. Slowly brush your legs.*
- *Quickly tap from the top of your head all the way to your toes.*

Core-Distal

- *Smoothly grow into a big shape. Smoothly shrink into a small shape. Smoothly grow into a big shape. Smoothly shrink into a small shape.*
- *Sharp, big shape. Sharp, small shape. Sharp, big shape. Sharp, small shape.*

Head-Tail

- *Smoothly curl forwards and backwards and forwards and backwards.*
- *Smoothly curve from side to side.*

Upper Half and Lower Half

- *The top half of your body is in motion, while the lower half is frozen. Move big. Move small. Move high. Move low. Move fast. Move slowly.*
- *The lower half of your body is in motion, while the upper half is frozen. Move big. Move small. Move high. Move low. Move fast. Move slowly.*

Body-Half Right and Left

- *Your left side is frozen and only the right side dances. Move big. Move small. Move high. Move low. Move fast. Move slowly.*
- *Now the right side is frozen and the left half dances. Move big. Move small. Move high. Move low. Move fast. Move slowly.*

Eye-Tracking

- *Keep your eyes on your right thumb. Smoothly move it from one side to the other. Watch your left thumb as you smoothly move it from side to side.*
- *Watch your right thumb as you smoothly move it up and down. Watch your left thumb as you smoothly move it up and down.*

Cross-Lateral

- *Use your hands to draw lines crossing in front of your body. Reach across up high, up high, down low, down low. Up high, up high, down low, down low. Up high, up high, down low, down low. Up high, up high, down low, down low.*

Spin/Vestibular

- *Glue your arms to your sides. **Slow** turn. **High** shape. **Slow** turn. **Low** shape. **Fast** turn. **High** shape. **Fast** turn. **Low** shape.*

Breath

- *Inhale. Exhale.*
 - *How did we do sharp and smooth energy in the BrainDance today?*
-

3. Introduce the concepts of smooth and sharp energy. Display the dance word signs for the concepts. Demonstrate the concepts. Direct Move and Freeze with sharp and smooth energy.

Music: "Smooth and Sharp Move and Freeze" #6, *Writing Dances*

Mini-lesson

▮ When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a "0" where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later and give those who have met criteria a "1." This information will let you know who needs more practice to guide your future instruction.

- *I am going to show you smooth energy. My movement is on-going, not stopping, flowing, and slow.*
- *I am going to show you sharp energy. My movement is stopped, robotic, and jerky.*
- *I'll play the music; you'll hear smooth or sharp energy, and self or general space called out. Follow the directions. Try different movements.*
- *We are generating ideas! When the music pauses, freeze in a shape.*
- *Ask yourself, when you were doing sharp energy, were you using your whole body to show that energy quality? When you were doing smooth energy, were you using your whole body to show that energy quality?*

Criteria-based teacher checklist, self-assessment: Performs smooth movement and sharp movement.

4. Assist students in choosing the subject for the poem: either smooth energy or sharp energy. Lead class in a Word Brainstorm. Chart student responses.

Connecting with prior knowledge

▮ For the chart, use one column for verbs (gerund form) and one for adjectives.

- *Should our poem be about sharp energy or smooth energy?*
 - *We will do a body brainstorm and a word brainstorm, which is a way dancers and writers generate ideas.*
 - *Our job will be to contribute words to our word bank. We are looking for adjectives and verbs that express, illustrate, or describe the energy quality we selected.*
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- *What shape should we do for our last noun?*

Criteria-based process assessment: Selects diverse choices of shapes and actions to show the energy quality described in the poem.

7. Lead students through the performance and responding process. Ask half of the students to perform and half to be the audience and then to reverse roles. Review performer and audience expectations.

 Sharing, observing, responding

- *Audience, we're doing the reflection part of the artistic process.*
- *What expressive word choices did you hear in the poem?*
- *How did they communicate the energy quality we chose for the poem?*
- *Can you describe a movement choice that was effective in communicating sharp or smooth energy?*
- *When you describe a movement, be so specific that someone who didn't see the dancer do the movement would know just how to do it.*
- *How did the movement choice communicate the energy quality we chose for our poem?*

Criteria-based reflection: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form. Selects diverse choices of shapes and actions to show the energy quality described in the poem.

Day Two

1. Repeat *BrainDance* from Day One.

2. Repeat Move and Freeze with sharp and smooth energy.

Music: "Smooth and Sharp Move and Freeze" #6, *Writing Dances*.

Mini-lesson

- *I'll play the music; you'll hear smooth or sharp energy and self or general space called out. Follow the directions. Try different movements.*
- *We are generating ideas! When the music pauses, freeze in a shape.*
- *Ask yourselves, when you hear the smooth music, are you moving your whole body with smooth energy? When you hear sharp music, are you moving your whole body with sharp energy?*

Criteria-based teacher checklist, self-assessment: Performs smooth movement and sharp movement.

3. Guide students in writing and choreographing cinquain dances in small groups.

Music: speaking the poem and/or using "Sharp Cinquain" #12 or "Smooth Cinquain" #13, *Writing Dances*.

Guided writing, group conferring

 Divide students into groups of about four. (You could do this in advance to maintain the momentum of the class.) Distribute cinquain worksheets and pencils. You could also ask students to write the poem directly in their journals.

 As the groups write and rehearse, travel through the classroom, observing, asking questions, and offering assistance as needed. Encourage students to use their whole bodies when they move, extending movements from the center of their bodies all the way to their fingers and toes, and when they freeze, to hold their shapes very still.

- *You will be writing a cinquain poem with a small group.*
- *Choose either smooth or sharp as your subject. Generate ideas.*
- *When you have written your poem, you will be making choices about which movements to do. By doing so we are creating meaning as artists.*
- *Choose a shape for your first noun.*
- *Choose movements with your whole bodies for your adjectives, verbs, and phrase.*
- *Choose a shape for your last noun.*
- *Practice. Extend your movements through your full bodies, and when you freeze, be very still for a few seconds.*

☑ Criteria-based teacher checklist: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form. Selects diverse choices of shapes and actions to show the energy quality described in the poem.

4. Lead students through the performance and responding process. Ask each group to perform, and the audience to respond. Review performer and audience expectations.

📖 Sharing, observing, responding

- *Audience, we're doing the reflection part of the artistic process.*
- *What expressive word choices did you hear in the poem?*
- *How did they communicate the energy quality they chose for the poem?*
- *Can you describe a movement choice in detail that was effective in communicating sharp or smooth energy?*
- *How did the movement choice communicate the energy quality they chose for their poem?*

☑ Criteria-based teacher checklist, peer assessment: Selects diverse choices of shapes and actions to show the energy quality described in the poem.

5. Guide students in journal reflections.

📖 Responding, independent writing in writer's notebook

- *Pull out your Arts Impact journals. Journals help you reflect. Let's write our dance words for the day.*
- *Write down the poem you danced.*
- *Describe the dance. Dancers like to write down their dances to help remember them and to get good ideas for new dances.*

☑ Criteria-based teacher checklist and self-assessment: Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form. Selects diverse choices of shapes and actions to show the energy quality described in the poem.

Smooth and Sharp Cinquain Dances Worksheet

Name: _____

Date: _____

Is the poem about sharp or smooth energy? _____

(noun)

(two adjectives)

(three verbs in "ing" form)

(4 word phrase or sentence)

(noun or synonym)

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Third Grade Lesson Three: *Smooth and Sharp Cinquain Dances*

STUDENT SELF-ASSESSMENT WORKSHEET

Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	DANCE		WRITING	DANCE	Total 4
Concept	Energy		Poetry	Energy Cinquain Choreography	
Criteria	Performs smooth movement.	Performs sharp movement.	Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form.	Selects diverse choices of shapes and actions to show the energy quality described in the poem.	
Student Name					

ARTS IMPACT LESSON PLAN Dance and Writing Infusion

Third Grade Lesson Three: *Smooth and Sharp Cinquain Dances*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE		WRITING	DANCE	Total 4
Concept	Energy		Poetry	Energy Cinquain Choreography	
Criteria	Performs smooth movement.	Performs sharp movement.	Responds to prompts, selecting nouns, adjectives, and verbs to describe a specific type of energy in a poetic form.	Selects diverse choices of shapes and actions to show the energy quality described in the poem.	
Student Name					
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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 dance and writing?

Teacher: _____

Date: _____

ARTS AND WRITING LESSON: *Smooth and Sharp Cinquain Dances*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how writers need to choose words that express what they mean to write a poem, and dancers need to find movements that express what they mean to make a dance.

- We did the BrainDance to warm-up our brains and our bodies.
- We explored movements with smooth and sharp energy.
- We generated ideas by dancing with smooth and sharp energy, and brainstormed words to describe our movements.
- We organized our ideas and wrote a cinquain poem in a small group about one of our energy qualities and transformed it into a dance.
- We reflected upon our process of writing a poem and creating a dance.

You could notice when you use smooth movement and sharp movement during the day. Ask you child to tell you about his or her cinquain dance and to teach you how to do smooth and sharp movement.

Enduring Understanding

Selecting specific words and connecting related movements can create poetry and dances that communicate in a particular form.