

INTEGRATED LESSON PLAN		
Unit Title: Telling Stories with Our Bodies	Author: Katie Canterbury	Date: 4/8/21
Lesson Title: Sentence Without Words	Lesson Length: 45 min	Series #: 3
Age/Grade Level: Kindergarten (5-6 Years Old)		
Integrated Content Area/Subject(s): Literacy		
Colorado Academic Dance Standard(s) AND Grade Level Expectation (GLE) – <i>list both as they appear in your booklet</i>		
DA20 Standard #2: Create, Compose, and Choreograph DA20 Standard #4: Reflect, Connect, and Respond	GLE #2: Translate simple ideas and stories into movement using movement in different ways. GLE #2: Understand the roles of an audience and performer during a performance	
Lesson Overview (General Description)		
<p>The kindergarteners at Laurel Elementary School will use their previous knowledge of movement and emotional connection in conjunction with their literacy curriculum, where they are learning about the beginning, middle, and end of a story to write a movement sentence of their own. As a class, we will explore each movement element and write a sentence to dance, then they will apply that knowledge and experience to create their own movement piece that they will then demonstrate to the class. Students will be expected to stay engaged and reflective throughout the entire class.</p>		
Objectives (at least two, not more than five)		
1. Dancers will be able to break a sentence into three separate parts.		
2. Dancers will be able to watch a dance and distinguish different movement elements used.		
3. Dancers will be able to use their creativity and interpersonal skills to compose their own movement piece.		
Guiding Questions:		
<p>How can we tell a story with our bodies? How do different levels and speeds of movements change its meaning? How can we use our own experiences and preferences to guide our movements?</p>		
Movement Vocabulary/Concepts Addressed	Props/Visual Aids	
Levels, Weight, Speed Dance skills: (dependent on the group) jumping, spinning, skipping, etc.	Papers labeled Part 1, 2, and 3 (beginning, middle, end)	
Music (Composer, title, meter, style)		
Sun (Instrumental) By Sleeping at Last (2/4)	Warm-Up #4 by Michael Roberts (3/4)	

Clouds and Wildflowers by Tristan Moore (3/4)	
Prior Knowledge/Experience (Pre-Assessment) - list experiences or knowledge that may influence this lesson.	
<p>Understanding of dancing to express emotions, describe experiences, and characters. Movements and material are based off of everyday movements and experiences, created by the students. The class will be taught over Microsoft Teams rather than in-person.</p>	

MOVEMENT GUIDE/PROCEDURES		
Class Section	Music/Props/Visuals (include how they will be used)	Formative Assessments/ Instructional Strategies
<p>Greet/Engage (<i>Introduction to topic (dance/movement vocab. & core curricular topic. Activate brain/body utilizing movement vocabulary):</i> 4-6 min.</p> <ul style="list-style-type: none"> Greet and introduce teachers and lesson overview Wake-up bodies by shaking arms, legs, heads, fingers, and bodies Pretend to hold a crayon and draw a picture in the sky then put it on different parts of their body and draw with that part of their body (elbow, nose, knee, top of head—emphasizing levels and cross-body movements) 	Clouds and Wildflowers by Tristan Moore (3/4)	<p>Maintain clear and loud voice.</p> <p>Look for attention on the screen.</p> <p>Ask for physical cues of listening and understanding (thumbs up, wave, elbow in the air, etc.)</p>
<p>Explore (<i>Expand learning with chosen movement elements/core curricular topic</i> 8-10 min.</p> <ul style="list-style-type: none"> Review how our bodies can tell stories (emotion, type of movement, speed, etc.) Explore changes in speed, levels, weight <ul style="list-style-type: none"> Describe different types of weather (sunny, windy, snowy, rainy, stormy) Describe different emotions (excited, sad, relaxed, tired) 	Sun (Instrumental) By Sleeping at Last (2/4)	<p>Use music to guide energy</p> <p>Demonstrate movements and encourage exploration</p>

o Describe different activities (play outside, draw, make a cake)		
Develop (<i>Focus on <u>dance skills</u> independent OR correlating to core curricular topic 8-10min.</i>) <ul style="list-style-type: none"> Create a movement sentence as a class with a beginning, middle, and end using the elements just practiced (combining emotion, levels, speed, weight) Write a sentence together then explore how to dance each part <ul style="list-style-type: none"> EX. One a windy day the happy kindergartener flew a kite. 	No Music	Ask for help writing a sentence. Give help and guidance, but let the class lead (help from teacher).
Create (<i>Student created movement displaying understanding and application of topics and skills): 10-12 min.</i>) <ul style="list-style-type: none"> Have students partner up Direct students to choose their favorite type of weather and dance it Direct students to choose an emotion and dance it Direct students to choose an activity and dance it Put all of those movements together and practice their dance stories Choose 2 groups to demonstrate their dances 	No Music Warm-Up #4 by Michael Roberts (3/4)	Thumbs up to check for understanding Is there continuous moving? Is the movement varied?
Reflect (<i>Discuss/share and assess what was learned).</i> Describe procedures. 5 min. <ul style="list-style-type: none"> Have the class reflect on each group that performs (talk about what they liked and what movement elements they saw) What was your favorite part of class today? 	No Music	Have the teacher help facilitate discussion over MS Teams. Ask for raised hands or bodily demonstration of answers.
RESOURCES: <ul style="list-style-type: none"> <i>Brain Compatible Dance Education</i> by Anne Green Gilbert 		