


INTEGRATED LESSON PLAN		
Unit Title: (if applicable) Art in Motion	Author: Grace Cooper	Date: 2/27/2021
Lesson Title: Drawing: Line and Developing Shape	Lesson Length: 40-50 mins	Series #:
Age/Grade Level: 4 <sup>th</sup> grade		
Integrated Content Area/Subject(s): Social Studies: History, Economics, Geography		
Colorado Academic Dance Standard(s) AND Grade Level Expectation (GLE) – <i>list both as they appear in your booklet</i>		
1.2 Movement, Technique, and Performance 2.2 Create, Compose, and Choreograph 3.1 Historical and Cultural Context	Perform dances while observing safe movement practices and further develop technical abilities. Create a dance using choreographic principles (form/structure and design). Understand and demonstrate that dance communicates cultural norms.	
Lesson Overview (General Description)		
<p>In this lesson students will examine the drawing <i>Grandma Hatton and Ora</i> (1946) by Clara Hatton in context of how the medium of charcoal contributes to the message of the piece. Students will begin to develop an understanding of a line as an abstract concept as it applies to multiple mediums, and practice manipulation of movement elements such as force, weight, and space through locomotor and non-locomotor dance skills. In particular, students will analyze different characteristics of the concept of lines (both visual and kinesthetic) to better develop an understanding of the artwork and how it connects to Colorado culture and historical themes. The application of these movement elements will prompt students to think critically about how artistic choices can convey themes applicable to themes of Colorado history.</p>		
Objectives (at least two, not more than five)		
1. Using movement, students will gain an understanding of life and culture in Colorado in the 1940s.		
2. Using movement, students will interpret artistic elements of a drawing.		
3. Students will discover their own movement guided by elements of Colorado history and the medium of drawing.		
Guiding Questions:		

<p>How can we connect characteristics of lines and visual artwork with our movement qualities? How can we use movement qualities to represent in our dancing different themes from Colorado history?</p>	
Movement Vocabulary/Concepts Addressed	Props/Visual Aids
<p>Energy (weight, force) Space (pathway/lines, size) Body (shapes, emotions)</p>	Clara Hatton's drawing <i>Grandma Hatton and Ora</i>
	Line Drawing Techniques image
	Video of lines/shapes in dancing
Music (Composer, title, meter, style)	
<p>Playlist: <a href="https://open.spotify.com/playlist/2wqRkaS8JruwHJWWE RUteH">https://open.spotify.com/playlist/2wqRkaS8JruwHJWWE RUteH</a></p>	
Prior Knowledge/Experience (Pre-Assessment) - list experiences or knowledge that may influence this lesson.	
<p>Ideally, this lesson would be inserted into a unit about US or Colorado history, talking specifically about 20<sup>th</sup> century life in Colorado. This lesson integrates elements of Colorado history that students should be able to think critically about such as: women's roles, economic impacts of WWII on industries such as agriculture, manufacturing, and education.</p> <p>An introduction to Clara Hatton would also be beneficial to give context to who she was and help students understand her work.</p> <p>A basic understanding of some different line drawing technique would be useful here as well, if students were taking a visual art class.</p> <p>If students have prior dance experience, this would be helpful, however it is not necessary.</p>	

## MOVEMENT GUIDE/PROCEDURES

Class Section	Music/Props/Visuals (include how they will be used)	Formative Assessments/ Instructional Strategies
<p><b>Greet/Engage</b> (<i>Introduction to topic (dance/movement vocab. &amp; core curricular topic. Activate brain/body utilizing movement vocabulary):</i> 4-6 min. Brain Dance connecting movement to visual art elements: Project image with different kinds of lines for inspiration</p> <p>Breath – thinking about calming our mind, visual of a blank page. Tactile – thinking about waking yourself up</p>		<p>Can everyone see the image?</p>

<p>Core-Distal – biggest shape you can make, then the smallest  Head-Tail – think about drawing a line with your head, draw it down and up, think about the line your spine makes  Upper-Lower – now draw in the air with just your arms, then just your legs, think about if your hands or feet were pencils, what would the marks look like?  Body Half – now draw with one side of your body, then the other .. Hatching technique  Cross Lateral – cross-hatching  Vestibular – scribbling in a circle</p>		
<p><b>Explore</b> <i>(Expand learning with chosen movement elements/core curricular topic 8-10 min.</i>  Video about lines in dancing:  <a href="https://aeon.co/videos/a-ballerina-dances-with-the-geometry-of-her-own-movements">https://aeon.co/videos/a-ballerina-dances-with-the-geometry-of-her-own-movements</a>  After watching video, have students explore improv thinking about their own lines as they move across the space, using different music to prompt different dynamics.</p>	<p>Music:  Spanish Romance by Joseph Sullinger</p>	
<p><b>Develop</b> <i>(Focus on <u>dance skills</u> independent OR correlating to core curricular topic 8-10min.</i>  Project image of drawing <i>Grandma Hatton and Ora</i>  Have students identify characteristics of the lines they see in the drawing, using some of the same elements/techniques they thought about in the Brain Dance.  Prompt them through light vs heavy lines, bigger or smaller movements, pathways of different parts of the body, have them demonstrate these contrasting qualities.  Prompt through different dance skills that can showcase these qualities: skipping, marching, flicking, pushing, carve, float.</p>	<p>Music:  Venizelos by Julia Kent  Transformations by Sleeping at Last</p>	<p>Can I get a thumbs up so you can show me you're ready for me to start the music?</p>
<p><b>Create</b> <i>(Student created movement displaying understanding and application of topics and skills): 10-12 min.</i>  Have students brainstorm/shout out themes they've been learning about in history: women in the workplace vs working at home, effects of WWII - bigger cities, increases in manufacturing industries, agriculture, etc based on what they see in the drawing.  Have students choose a theme/event as well as movement qualities they think would embody this theme (ex.</p>	<p>Music:  Tendu by Divan Gattamorta  Sleeping Lotus by Joep Beving</p>	<p>Once you have your shapes can I see you sitting quietly?</p>

<p>Industrialization could be represented with sharp movement) and have them explore improv with these two connected ideas. Have them come up with 3 shapes that can be connected into a phrase.</p> <p>Once everyone has their shapes, have half the class watch while the other half shows their shapes/phrases, and then switch.</p>		
<p><b>Reflect</b> (<i>Discuss/share and assess what was learned</i>). Describe procedures. 5 min.</p> <p>Have students volunteer to share their shape, showing the class and then describing what it was representing and why they made the choices they did.</p> <p>Finish by having students make a quick shape “drawing” that represents how they are feeling, and then close by saying thank you.</p>		
<p><b>RESOURCES:</b>  <a href="https://history.fcgov.com/1940s/contexts">https://history.fcgov.com/1940s/contexts</a> (some quick research on Colorado history)  <a href="file:///C:/Users/Grace/Downloads/Hatton%20Checklist%20(1).pdf">file:///C:/Users/Grace/Downloads/Hatton%20Checklist%20(1).pdf</a> (small image of drawing included in this pdf)</p>		