

Community-Word Project – Lesson Plan 2015-16



School/Grade/CT(s): Third grade

Date: January 11, 2016

Teaching Artists: Basha Alperin & Anna Zastrow

Lesson #: 3

Theme of Lesson: To explore dynamic expression of movement and its relation to words

Restating of Inquiry Question:

How can we use our bodies to communicate thoughts, feelings and ideas?

How can we use words to express movement dynamics and create a poetic flow?

How can we appreciate our own personal voice and our common voice in combining the two art forms of movement and poetry?

Opening Ritual – 5 mins

Objective: To initiate each class by coming together as a community. To energize and/or calm the students so that they are focused and open to work creatively together.

Activity Name: *Open Heart to Start*

Brief Description: Breathing and movement sequence with chant. Finish with energizing shake-out movement:

(Basha)

1. (a) Breathe in, reach up, breathe out and circle arms to yoga prayer pose. (3 times)
 - (b) Reach up touch the sky,
Reach down touch the ground,
Open your arms very wide,
Now move from side to side
 - (c) Open your eyes
Open your ears
Open your heart...
Now let's start!

(Anna)

2. Shake-out: shake legs & arms each side 8/6/4/2/1 times (Anna)

Intro Activity – 15 mins

(Anna w/Basha)

Objective: To explore dynamic qualities of movement; different ways of moving

Activity Name: Movement Dynamics

Brief Description:

Students will explore different levels/qualities of movement – high/low, big/small, heavy/light, fast/slow. What are different ways we can move our body through space? Students will improvise basic opposite movement qualities to guided instruction; first each quality separately, then combine and contrast various qualities, i.e.: heavy & slow, quick & light, slow & light, etc. Students will be given prompts to discover the opposing qualities and to demonstrate and observe each other's different choices. TA plays percussion to support movement. TA will introduce vocabulary: *dynamic, contrast/opposition, rhythm*.

Main Exercise – 20 mins

(Basha w/Anna)

Objective: To explore movement dynamics through verbal language (creating poetry)

Activity Name: Movement Poems

Brief Description:

- a) Students will be given a hand-out to write about the dynamic movement qualities, creating poetic imagery (i.e. What does the quality make you think of? How does it make you feel? They can find similes and imagery to describe the quality). This will be reviewed together and they will practice writing. TAs give prompts as examples.
- b) Students will count off and be divided into four groups. Each student in the group writes on a large strip of paper about a specific quality contrast (e.g. high/low).
- c) Within each group, each student reads his/her phrase, while the others in the group respond with movements to reflect these qualities (spontaneous improvisation).
- d) Students arrange their paper strips with phrases in a preferred order to create a group poem with accompanying movement. Each group presents to the rest of the class.

Alternatively: Students form a circle, and one student from each group (corresponding to specific quality they wrote on strip of paper (e.g., all high/low's) is called to the center to form a new impromptu group. An appointed "poem-maker" will arrange the strips of paper, and read out loud the new 'improvised poem' as the group improvises movement.

Closing Ritual – 5 mins

Objective: Closing the lesson on a positive and empowering note / Coming together to calm and close

Activity Name: I Have a Voice/Body/Mind; and/or Rain Circle

Brief Description:

(Basha)

I have a voice
 My voice is powerful
 My voice can change the world.
 I have a body

My body can move to create a feeling
 My creations can move the world.
 I have a mind
 My mind can think powerful thoughts and actions
 My thoughts and actions can make the world a better place

Alternate weeks with Rain Circle: Focus and calm students in coming together exercise, creating rain sounds together with leader in center of circle and students mirroring the leader: rub hands, snap fingers, clap knees, stomp; then reverse direction. (Anna)

Multiple Intelligences

Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Musical Intelligence

Classroom Teacher Role: Participate in opening and closing ritual. Observe and support students' focus and participation in exercises. Feel free to be part of any activity.

Creative Elements

Skill(s): Movement, Rhythm, Ensemble, Improvisation, Creative writing of poetry

Theme(s): Community, performance, arts integration

Artists/ Authors/ Works of Art

This lesson: students' own creative movement and writing.

(Teaching Path: Poems by Langston Hughes, Jack Prelutsky, Basho, Soseki.)

Outcomes

Emotionally Intelligent/Expressive – students express in words how movement makes them feel and vice versa

Literate – write and read each other's poetry

Creative Thinkers/Imaginative – create movement that represents ideas and imagery; create writing inspired by movement exploration.

Common Core Anchor Standards

Reading	R.CCR. 3.4
Writing	W.CCR. 3.4, 3.5, 3.6
Speaking & Listening	SL.CCR. 3.1, 3.2, 3.3, 3.5
Language	L.CCR. 3.1, 3.2, 3.3, 3.5

Dance www.p12.nysed.gov/ciai/arts/pub/artleanr.pdf

Standard 1: Creating, Performing and Participating in the Arts

