

Lesson Title: Story Motion

Lesson Goal or Big Idea: This lesson will introduce students to the concept of emotionally and physically telling a story through dance. Students will learn that dancers are trained to act out the story character with movement instead of words. Students will demonstrate comprehension of the story by representing it in group or solo dances.

Target Audience: Grade 1-4

Lesson Objective: Students will...

1. Practice centering, mindful listening, and body scan before beginning.
2. Read aloud *How the Rainbow was Made* by, A Tale from the Ojibwe Nation retold by S. E. Schlosser
3. Enhance communication of personal ideas and experiences by creating a dance
4. Perform individual and group action phrases that retell the story and engage in a movement problem solving experience

Mississippi Language Arts Competencies and Objectives:

1. The student will use word recognition and vocabulary skills to communicate
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty, length, and complexity.

Artistic Discipline:

Goal 1: Students will communicate ideas and feelings by creating and performing dance.

Content Strand: Creating/Performing

*Create movement individually and within the group using elements of dance.

Goal 2: Students will respond to, describe, analyze, interpret and evaluate the complex characteristics of dance.

Content Strand: Critical Analysis

*Identify how personal experience relate to dance

Dance Content Standards K-12:

- Create and improvise a dance that has a beginning, middle and end
- create shapes with the body at high, middle, and low levels
- create dance from narratives
- heighten kinesthetic awareness in performing arts skills
- communicate personal feelings and ideas through a dance sequence

DA: Cr1.1.4: Generate and conceptualize artistic ideas and work.

DA: Cr2.1.4: Organize and develop artistic ideas and work.

DA: Pr4.1.4: Select, analyze, and interpret artistic work for presentation.

Academic Subject Strands:

CCR.RF.4: Read with sufficient accuracy and fluency to support comprehension

CC.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CC.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

CC.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Lesson Vocabulary: Story, folktale, folklore, rhythm, shape, line, flex, extend, stretch, contract, choreography, beginning, middle, end, meadow, hummed, streak, floating, shimmering, misting, theme, central message, text, characters, traits, motivations, feelings, emotions, events, opinions, detail, clarify, action, verb

Lesson Description: We will read, move and interpret the chapters through dance.

Preparation: Create movement space in the classroom by moving desks/chairs aside or move class to stage, gym, or cafeteria. If possible, give students individual dance space by marking an X with masking tape.

Procedure:

1. Warm-up by stretching, slow movements, incorporating "freeze dance" using music or spoken word.
2. Read *How the Rainbow Was Made*
3. Break into 3 groups (beginning, middle, end of story)
4. Read again within groups and highlight action words or phrases to be explored
5. Practice "dancing the verbs"
 - a. encourage level changes (high, medium, low)
 - b. interesting patterns of travel
6. Teacher reads story aloud again and invites each group up at a time to "dance" their section of the story

Discussion:

Ask students to share what they liked or found effective and explain why. Ask each student to think of a story that could be told without words (*such as a fairy tale*). Have them think of a scene from the story and dance it for the class.

Assessment Methods/indicators of success:

1. Students respond to questions from teacher and other students
2. Teacher Observation
3. Students perform and illustrate the story to the class or another audience.

Materials: *How the Rainbow was Made* by, A Tale from the Ojibwe Nation retold by S. E. Schlosser, CD player; classical music with varying tempos and rhythms; index cards; masking tape, Dance Symbols Chart; bright colored fabric/scarves