

Arts Integrated Lesson Plan



ART FORM:
Dance



SUBJECT AREA:
Social Studies

Lesson Title: Books in motion	Grade: 2
Contributor, School: Dara Case, Greenbelt Elementary School	Time Frame: Two 50-minute classes

State Curriculum Content Standards, Indicators, Objectives

<p>Dance Content Standard 1.0 Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.</p>	<p>Social Studies Content Standard 2.0 Peoples of the Nation and World Students will understand how people in Maryland, the United States, and around the world are alike and different. Topic C: Conflict, Cooperation, and Compromise</p>
<p>Dance Content Indicator 1.3 experience, and analysis.</p>	<p>Social Studies Content Indicator 2.1 Analyze ways in which people interact.</p>
<p>Dance Content Objective 1.3.b Select specific movements from a pattern and explain their purposes.</p>	<p>Social Studies Content Objective 2.1.a Identify and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members.</p>

Objective(s) (Connecting the content areas

Using the elements of dance, the students will create actions to represent the major events of the story that show cause and effect. They will identify the cause and effect relationships in the story, and connect them to the way they demonstrate working in a cooperative group.

<p>Key Arts Vocabulary <i>locomotor, non-locomotor, self-space, body, space, time, energy, critique</i></p>	<p>Social Studies Vocabulary <i>cooperation, community, cause, effect</i></p>
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Prior Knowledge Students Need for This Lesson

<p>Arts</p> <ul style="list-style-type: none"> The Elements of Dance (body, space, time, energy) List of locomotor and non-locomotor movements on chart paper 	<p>Social Studies</p> <ul style="list-style-type: none"> List of major events of the story
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Materials and Resources

Materials and Resources for the Class

- *Chato and the Party Animals* by Gary Soto
- Elements of Dance chart

Materials and Resources for the Teacher

- *Chato and the Party Animals* by Gary Soto
- Pronunciation guide for Spanish vocabulary

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Day 1

- **Motivation** (5 min.)—The teacher begins the lesson by stating: *In the story, Chato and the Party Animals, there are several events in the story that we have listed. Let's review these events. Today we are going to use our bodies to show how the characters in the story built their community.*
- **Modeling** (10 min.)—The teacher continues: *Looking at the list of events in the story, let's show what happened as a result of the action. For example, the first event of the story was that Novio was sad. Why was he sad? He was sad because he was at a birthday party for someone else, but he had never had his own birthday party. He didn't even know when his birthday was, because he was not raised by his parents. This is called cause and effect, and it happens throughout the story.* The teacher should show students several examples of cause and effect in the story.
- **Guided Practice** (15 min.) [Social Studies]—Create a T-chart to show the cause and effect of the events in the story as students identify them. Discuss the implications of each event and what happened as a result.
- **Guided Practice** (15 min.) [Dance]—The teacher states: *We can use our bodies to show the cause and effect relationships as well.* The teacher then demonstrates: *When Novio was sad, he may have looked like this* (show a sad, crying face with lowered posture). The teacher should think aloud so students can hear the thought process for finding movement to represent the cause and effect in the story. The class should choose four cause/effect events to represent through movement. Have students contribute suggestions for movement and shapes that show the feelings of the characters or exude a sense of the event. The teacher guides the students through the sequence of cause/effect movement phrases.
- **Closure/Assessment** (5 min.)—The teacher refers to the elements of dance chart and asks students to look at each cause/effect movement phrase created by the class to see which elements were used. Segueing to the next lesson, the teacher explains that students will be working in small groups to create cause/effect dances using the elements of dance.

Day 2

- **Motivation** (10 min.)—Review the elements of dance using the chart. Have students show examples of the use of body, space, time, and energy. Using some events from the T-chart, the teacher should demonstrate how incorporating the elements will enhance the movement for the cause/effect events found in the story.
- **Independent Practice** (15 min.)—Divide students into small groups of two to six. Have each group choose three *cause* phrases with corresponding *effect* phrases. Using the elements of dance, students will create a movement phrase that represents the words and phrases listed on each side of the cause/effect chart. Remind students to add levels, vary the timing, vary the energy, and use the space.
- **Share in Pairs** (10 min.)—Pair two groups together and have them perform the cause/effect dances for each other (before performing for the whole group). Present the rubric (in the assessment section) for the dances and have the groups critique each other. Both groups should revise their dances in preparation for the whole group sharing.
- **Share with Class** (15 min.)—Have each group perform the cause/effect dance for the whole class. The whole class gives oral feedback using Praise, Question, and Polish (what worked well, what was unclear, what needs to be revised). The teacher gives each student individual written feedback based on the rubric.

Closure/Summary

This story shows that by working together (cooperating), groups of people (or in this case, animals) can create a community. Pose the question to the students: *Did we create a community using dance today? If so, how? If not, how can we achieve creating a community?*

Assessment (Description/Tools)

The teacher will fill out a rubric for each student.

Dance Rubric for *Chato and the Party Animals*

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- The dance includes three cause and effect movements that clearly show events in the story and what happens as a result.
- The student can explain why he/she has chosen the movements to represent the events in the story.
- The student shows respect for other group members' ideas.
- The student uses imagination.

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- The dance includes two cause and effect movements that show some of the events in the story and what happens as a result.
- The student can somewhat explain why he/she has chosen the movements to represent the events in the story.
- The student shows some respect for other group members' ideas.
- The student shows some imagination.

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- The dance includes one cause and effect movement that shows one of the events in the story and what happens as a result.
- The student can not explain why he/she has chosen the movement.
- The student has limited respect for other group members' ideas.
- The student shows limited imagination.

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- The dance does not show any cause and effect movement from the story.
- The student can not explain any choice of movement.
- The student has difficulty respecting other group members' ideas.
- The student shows no imagination.

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- The dance is not attempted.

Lesson Extensions

- This lesson could be applied to other books with social studies themes and poems that show themes of cooperation and friendship.
- This lesson could also be adapted for students with physical challenges by making the movement non-locomotor or using only shapes to convey an event from the story.

