

Arts Integrated Lesson Plan



ART FORM:
Dance



SUBJECT AREA:
Science

Lesson Title: Life cycle of the butterfly	Grade: 2
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State Curriculum Content Standards, Indicators, Objectives

<p>Dance Content Standard(s)</p> <p>1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.</p> <p>3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.</p>	<p>Science Content Standard(s)</p> <p>Skills and Processes</p> <p>1.0 Students will demonstrate the thinking and acting inherent in the practice of science.</p> <p>Topic A: Constructing Knowledge</p> <p>Life Sciences</p> <p>3.0 The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from their interactions that occur over time.</p> <p>Topic C: Genetics</p>
<p>Dance Indicator(s)</p> <p>1.1 Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>3.1 Develop the ability to improvise dance.</p>	<p>Science Content Indicator(s)</p> <p>1.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>3.1 Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals.</p>
<p>Dance Objective(s)</p> <p>1.1.a Accurately identify and demonstrate locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.</p> <p>3.1.a Improvise movements in response to a variety of motivational stimuli.</p>	<p>Science Content Objective(s)</p> <p>1.1.b Seek information through reading, observation, exploration, and investigations.</p> <p>3.1.c Given pictures of stages in the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle.</p>
<p>Objective(s) (Connecting the content areas)</p> <p>Students will identify, describe, demonstrate, and improvise movements for the four stages of the life cycle of the butterfly.</p>	
<p>Key Arts Vocabulary</p> <p><i>levels, improvise, locomotor movements,</i></p>	<p>Key Science Vocabulary</p> <p><i>life cycle, egg, larva, caterpillar, pupa, chrysalis, cocoon, adult, butterfly, transformation</i></p>

non-locomotor movements, directions

Prior Knowledge Students Need for This Lesson

Arts

- Moving safely and appropriately (without touching) in general space
- Levels—high, medium, low
- Shapes—curved, twisted, narrow, wide
- Directions—forward, up, down

Science

- Concept of sequential order

Materials and Resources

Materials and Resources for the Class

- Carle, E. (1987). *The Very Hungry Caterpillar*.
- Cassie, B., & Pallotta, J. (1995). *The Butterfly Alphabet Book*.
- Helligman, D. (1996). *From Caterpillar to Butterfly*.
- Hickman, P. (1997). *A New Butterfly: My First Look at Metamorphosis*.

Materials and Resources for the Teacher

- <http://www.vtaide.com/png/butterfly.htm>
- <http://www.thebutterflysite.com/life-cycle.shtml>
- <http://www.tooter4kids.com>
- <http://www.kidsbutterfly.org/life-cycle>
- Copies of written assessment
- CD/tape player
- Music—Saint-Saens, C. *Carnival of the Animals*. Caterpillar—“Tortoises”; chrysalis—“Aquarium”; Butterfly—“Aviary”

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

Day 1

- Share pictures from websites that show the stages of the butterfly’s life cycle through a variety of ways (e.g., photographs, drawings, colored prints). (See Materials for the Teacher section above.)
 - Divide the students into four groups. Each group browses through one of the four books for the purpose of brainstorming ideas regarding the four stages of the life cycle of the butterfly. (See Materials and Resources for the Class section above.)
 - On chart paper, list students’ brainstorming ideas of these four stages.
 - Under each stage, also list students’ brainstorming ideas regarding possible movements/shapes representing each stage. The following are possible responses:
 - egg—round, oval, oblong (at end of stage), wiggle
 - larva/caterpillar—curl in, stretch up or out, coil, hang upside down
 - pupa/chrysalis—spin, whirl, twirl, swirl
 - butterfly—running in various levels, glide, stop on a rock, taking off
- The chart is displayed in a visible position for reference as students begin to move.
- As a class and with an appropriate amount of space for movement, the students review locomotor and non-locomotor movements, shapes, directions, and levels.
 - Introduce the concept of improvising as spontaneously exploring dance movement. Share that the students should refer to their memories and use as stimuli for their movement the pictures/photographs they viewed on the Web sites; the pictures they saw in the books; and, the movement words on the chart

as they begin to improvise. As they move, they should be thinking, “How can I move my body to communicate and represent each stage?”

- As a class, students improvise movements for each stage of the life cycle as the descriptive movement words are read aloud and/or a description of what is occurring during each stage is shared. Music selections could accompany student improvisational work. (See Materials for the Teacher section above.)
- As students improvise each stage, their movements are observed and checked in terms of the Improvised Movement Observation Rubric. (See Assessment section below.)
- Comments are made after each stage regarding the appropriateness of the movement in relation to the life cycle stage.

Day 2

- Students are in the same four groups as Day 1. As a class, they verbally share what occurs in each stage of the life cycle of the butterfly.
- Refer to the charts completed during the previous day’s activities.
- After each group is assigned one of the four stages, the students select movements appropriate to the life cycle stage, practice the movements together, and then present their dances. Students may select to do their movements with or without music.
- Comments are shared by the class and the teacher with regard to the identified movements that clearly represented the specific stage.
- The written assessment regarding the stages is handed out and completed by the students. (See Assessment section below.)

Closure/Summary

Students are asked to share the similarities and differences of the life cycle of the butterfly with that of humans.

Assessment (Description/Tools)

- Improvised Movement Observation Rubric
 - 4—The student improvises movements that are appropriate for all four stages of the life cycle.
 - 3—The student improvises movements that are appropriate for most of the stages.
 - 2—The student does not improvise movements for some of the stages and/or demonstrates movements that are not always appropriate.
 - 1—The student seldom moves or usually moves inappropriately for the specific stage.
- Written Assessment
 1. List the stages of the life cycle of the butterfly.
 2. Describe one movement for each of the four stages.

Lesson Extensions

On a different day, have students recall and talk about the activity they did regarding the life cycle of the butterfly. Distribute construction paper and ask students to create original artwork about the four stages.