

Telling a Story Dance

7th Grade ELA and Dance

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Dance

Body

OBJECTIVES

1. Students will be able to analyze a story and cite evidence while using dance terminology
2. Students will be able to develop skills in communicating through physical movement (pantomime).
3. Students will be able to understand how a story may be told through dance.

DURATION

3 Hour

MSCCR STANDARDS

RL.7.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.

RECOMMENDED RESOURCES

Teachers should familiarize themselves with the story of the Nutcracker and information on creating characters through dance using the following sources:

1. Hayward, Linda. *A Day in the Life of a Dancer*. London: Dorling Kindersley, 2001.
2. Pytor Illych Tchaikovsky: The Nutcracker - Complete Ballet ~ Valery Gergiev (Composer), Kirov Orchestra and Choir (Conductor)
3. American Ballet Theatre: Image Gallery
4. Great Performances: Dance (PBS)
5. American Ballet Theatre: Online Ballet Dictionary

LESSON SEQUENCE

Play a game of charades and emphasize the strategies used to communicate with the body.

Explain how dance techniques can tell a story without using words. Introduce new dance terms and practice their movements. Play a review game such as “Simon Says” to practice the new dance terminology.

MSCCR CREATIVE ARTS STANDARDS

DA:Cr2.1.7 - Organize and develop artistic ideas and work a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.

MATERIALS NEEDED

1. access to technology (ability to show videos)
2. nutcracker video excerpt
(<https://www.youtube.com/watch?v=Ofysvpgv7o>)
3. defined dance terms
([http://artsedge.kennedycenter.org/~media/ArtsEdge/LessonPrintables/grade-34/ballet and classical music vocabulary hand out.ashx](http://artsedge.kennedycenter.org/~media/ArtsEdge/LessonPrintables/grade-34/ballet%20and%20classical%20music%20vocabulary%20hand%20out.ashx))

VOCABULARY

defined dance terms:

([http://artsedge.kennedycenter.org/~media/ArtsEdge/LessonPrintables/grade-34/ballet and classical music vocabulary hand out.ashx](http://artsedge.kennedycenter.org/~media/ArtsEdge/LessonPrintables/grade-34/ballet%20and%20classical%20music%20vocabulary%20hand%20out.ashx))

1. Watch an excerpt of the Nutcracker.
2. Have students answer guided questions about the development of the story and cite the movements of the dancers as evidence using dance terminology. This can be done in a variety of ways: - whole class: show 5-10min excerpt and have all students answer 3-5 questions focusing on story development 2- small group: if enough technology is available, assign separate 5-10min excerpts to each group with 2-3 questions focusing on story development to be shared with the class later - individual: formatively assess by showing a 5-10min excerpt and individual students answer 3-5 questions focusing on story development to be submitted without collaboration.
3. closing - provide a simple situation or a feeling and have the students create a written response describing how they would move to show that feeling or situation.

EXTENDED LEARNING ACTIVITIES

Give students the option to act out/ dance their closing answer.

SOURCES

http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Telling_a_Story_Dance

<https://www.youtube.com/watch?v=Ofysvpgv7o>

http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-34/ballet_and_classical_music_vocabulary_hand_out.ashx

TIPS + FREQUENTLY ASKED QUESTIONS

1. Before playing Charades or Simon Says, review classroom expectations and give specific examples of expected and unexpected behaviors
2. Periodically ask questions to check for understanding (10-15 min)