

Dance the Story

8th Grade ELA and Dance

Adapted by Paige Satcher

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Dance, Body, Action

DURATION

2-3 Class periods

OBJECTIVES

TSW summarize the beginning, middle, and end of a short story through dance.

MATERIALS NEEDED

Copies of a short story of your choosing.

VOCABULARY

ELA Vocabulary: summarize, infer

Dance Vocabulary: choreography

MSCCR STANDARDS

RL.8.1

RL.8.2

RL.8.3

MSCCR CREATIVE ARTS STANDARDS

DA.CR.1.1.8 (a + b)

DA. CR. 2.1.8 (a. + b).

DA. CR.3.1.8 (a.)

RECOMMENDED RESOURCES

Merrick Hanna – America’s Got Talent Audition <https://www.youtube.com/watch?v=8m6HE77atjk>

LESSON SEQUENCE

TSW watch a video from America’s Got Talent of a boy telling a story through dance movements.

(<https://www.youtube.com/watch?v=8m6HE77atjk>)

TT and TSW discuss how his movements portrayed what was happening in the story.

TTW ask questions such as:

- How did his movements change to show happiness and despair?

- Was there a clear beginning, middle, and end to the story through his movements?

1. TTW have chosen a short story for students to read. Students may do this as a cold read or as a class read-aloud. TT and TSW work to dissect the story, including the central idea, supporting details, and inferences that can be drawn from the events and characters. TSW establish a clear beginning, middle, and end to the story to be summarized.

2. TSW be divided into 3, 6, or 9 groups (depending on your class size). The first group(s) will summarize the beginning of the story, the second group(s) – the middle, and the third group(s) – the end of the story. TSW summarize their section of the story in 3-5 sentences.

3. After the 3-5 sentence summary is complete, TSW work together to create dance movements to portray their section of the story. The movements must be seamless (as they saw in the introduction video).

4. After a thorough practice, TSW perform their dance summaries for the rest of the class in order from

beginning to end.

5. TSW discuss each group's portrayal of the story. How did they use movements and other dance elements to show emotions and events from the story? How did one group's use of movements differ from the others'?

EXTENDED LEARNING ACTIVITIES

Music Integration: Students could choose instrumental music that sets the appropriate tone for their section of the story during their performance.

SOURCES

Original lesson: <https://educationcloset.com/2011/11/23/dance-to-the-story-lesson-new/> Adapted by: Paige Satcher

TIPS + FREQUENTLY ASKED QUESTIONS

If students are not already familiar with telling a story through dance, other video examples may be helpful. While watching these supplemental videos, discuss how emotions, events, and other storytelling aspects are portrayed through movement alone. Emphasize to students that dance ability does not matter. Instead, the focus is on their ability to communicate the story through their movements.