

Lesson Plan Title

Garden's Grow, Garden's Dance

Grade Level

Pre- K

Subject Area

Science

MSCCRS

3. With prompting and support, explore what animals and plants need to live and grow.
 - a. With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.

Art Form

Dance

MSCCR Creative Arts Standards**DA: Pr4.1.PK**

- a. Identify and demonstrate directions for moving the body in general space (for example, forward, backward, sideways, up, down, and turning) and finding and returning to a place in space.
- b. Identify the speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.
- c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

Enduring Understanding:

Space, time, and energy are basic elements of dance.

Essential Questions:

How do dancers work with space, time, and energy?

DA: Pr5.1.PK

- a. Demonstrate basic full-body locomotor, non-locomotor movement, and body patterning with spatial relationships.
- b. Move in general space and start and stop on cue while maintaining personal space.
- c. Identify and move body parts and repeat movements upon request.

Enduring Understanding:

Dancers use the mind-body connection and develop the body as an instrument for artistry and expression?

Essential Questions:

Dancers use the mind-body connection and develop the body as an instrument for artistry and expression?

DA: Pr6.1.PK

- a. Dance for others in a designated area or space.

Enduring Understanding:

A dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Questions:

How does a dancer heighten artistry in a public performance?

Duration

1 Hour

Materials

1. Boombox/speaker/smartboard for rain music sound effects (go to YouTube and type in rain music)
2. *The Tiny Seed* by Eric Carle
3. Drum/tambourine
4. Plant diagram/picture
5. Classical music (for performance, go to YouTube and type in classical music)

Objectives

1. TSW learn the different parts of the plant and demonstrate these clearly and creatively in their body through movement and shaping.
2. TSW identify and embody the movement qualities of different creatures that inhabit a garden, such as bees, birds, and butterflies. They will also be able to explain how these creatures help a garden grow and show this in their movement.
3. TSW dance a story about a seed that helps them to understand and recall how weather affects a seed's ability to grow into a big healthy plant.
4. TSW participates in a guided dance improvisation where they will be both a plant in a garden and the weather that affects it or the creatures that inhabit it.

Vocabulary

1. General Space- Spatial orientation that is not focused on one area of a studio or stage. (examples- forward, backward, sideways, up, down, and turning)
2. Energy- The dynamic quality, force attach, weight, and flow of movement.
3. Seeds
4. Weather

Lesson Description

TTW say, "Does anyone know what season it is? TSW respond, "Spring!"

TTW ask, "What happens in nature during the spring? TSW respond. TTW say, "That's right – plants, trees, and flowers are growing, and there is a lot of rain which is good."

TTW ask, "Do you know why?" TSW respond. TTW say, "yes, because sun and rain help flowers to grow. Today we are going to learn all about plants and how a seed becomes a plant when the right weather and creatures help it out."

TTW say, "We will be planting our very own "dancing garden" to show what we know, too. Why is it important to understand plants and the things that affect them? Why are plants important to us as people?" TSW respond. TTW say, "Yes, that's right – they give us oxygen, they can provide food, and they are living creatures just like us. It is important to take care of them, and they are also important because they help us to take care of ourselves, too."

Introduction of Concept & Warm-Up: Rain, Rain, Rain!

TTW ask the students to sit in a group and ask for a volunteer to tell the teacher once again what two things a plant needs to grow. TSW respond, "Sun and rain."

TTW then share with students that there are all kinds of rain. TTW ask the students to hold their fist in by their sides and do three "scooches" away from one another (to spread out) but stay seated for this part of the lesson. TSW reach their arms and feet out to make sure they are not touching anyone before returning to "criss-cross applesauce."

TTW ask the student's to try the following (the teacher models/leads each and also identifies them as she goes):

- Little drops of rain (tiptoe the feet in front of you)
- Steady rain (march the feet in place in front of you)
- Hard rain (stomp the feet fast in place in front of you)
- Sideways rain (reach both arms to the right and wave them then to the other side; lean the body sideways too)
- Misty rain (hands up overhead and as they lower towards the floor twinkle the fingers)
- Drenching rain (TSW sit tall and collapse to the floor, again and again, looking soaked)
- Lightning (stab the arms in different directions)
- Thunder (shimmy, shake, vibrate, etc.)
- Wind (moving just the upper body, reach into different directions like the wind is blowing them about; if the students get too "wild" in their movement, ask them to do it in slow motion)
- Sun (make the shape of a sun and then ask students to show the heat of the sun...gently wave their arms side to side)

TTW ask the students to stand in place and do each type of rain again. TTW remind them to "dance on their spot" and encourage them to try new things and to use the whole body when they show something.

TTW play the "rain music" and ask them to keep their voices low so that the music can be heard. TTW cue the students to try the new type of weather by announcing the next thing; allow 10 – 20 seconds of investigation of each thing in order to encourage creativity and also warm up the body.

Discussion: TTW ask, “What type of weather affects a garden?” TTW call on three volunteers to identify something and then immediately stand up in place and show the group the movement they chose to represent that word. TTW thank every student for sharing and tell all students to remember these ideas for later when they will be dancing in the garden.

Investigation of Concept: Dancing a Plant Story

TTW ask students to gather near him/her and have a seat. TTW read *The Tiny Seed* by Eric Carle. After the story, TTW ask the students to go through the story one more time and tell her what happens to the seed along the way.

- Flies too high and gets burned by the sun
- Lands on an icy mountain
- Lands in the ocean and drowns
- Birds eat the seed
- Lands on the ground and takes root!

TTW then ask half the class to stand up and find a spot they like on the floor. The other half of the class turns around and watches these students perform.

TTW say, “just like they experimented with finding movement to show all different kinds of weather, they are now going to find ways to show each sentence that TTW reads (see above bullets).

TTW remind the students that nothing they choose to do is “wrong” if they are working hard to stay focused, be creative, and be clear. TTW encourage the students to move in the free spaces around them and reinforce that touching is not permitted while dancing.

TTW read each sentence allowing 10 – 20 seconds after each for the students dancing to explore different possibilities for showing these. TTW offer suggestions for what they might do (i.e., can you be an icy mountain? What would that look like? What might happen to the seed if it got cold? What does your body do when it is freezing? Show me!) and encouragement for effort (i.e., I see Alex doing a really cool thing back there!).

TTW play the drum or tambourine to accompany the movement or have a student do this. At the end of the group dancing, TTW lead a brief discussion of what was seen. She also insists that performers bow, audience members clap, and then switch groups.

Development of Concept: BE the Plant!

TTW show the students a diagram/picture of the parts of a plant: seed, cotyledon, seedling, stem, and flower. TTW then explain how the students will show these different stages of a plant growing in their bodies. TSW face the teacher and stay in an assigned personal space. TSW explain that in a minute they will be planted in a garden.

TTW lead students through each stage asking them to say the word as they do the movement that represents it. TTW ask students to try it 2 – 3 times.

- *Seed:* planted in earth (have the student get as small as possible on the floor; balled up)

- *Cotyledon*: sprout, roots (have the arms pop off the sides of the body and reach up above their heads, and the legs pop out of their balled up shape and stretch out long along the floor)
- *Seedling*: sprout above ground (the arms begin to rise above the student's body, slowly lifting them into a crouch position where their feet are strong and "rooted" and their arms are stretched up and reaching. Have them do this in slow motion and give them time to do it).
- *Stem*: stalk forms (have the student slowly stand by leaning right and left until they are completely erect; arms relax and fade to their sides as they do this).
- *Flower*: leaves, branches, fruit, and flowers form (ask the student to decide what kind of flower they are and to try to capture this shape in their bodies)

Again, once the students have moved through this once and understand what movement they are to do (and have had a chance to explore the possibilities here a little bit) TTW ask the students to once again start as a seed and go through each plant stage with movement AND saying the stage they are in over and over again as they move (i.e., stretching out long on the floor and saying "cotyledon" repeatedly as they do). This helps the students retain this information and codes the body and the mind with the terms.

TTW ask the students to "transition smoothly from one stage to the next and try their best to dance it." TTW play soft music as the students dance. TSW need to see/show a clear beginning with stillness, an energized middle of their dance, and a clear ending with stillness once again. TTW point-out specific positive actions/behaviors as the students are dancing.

As time allows, one half of the room could perform this at a time and peer feedback could be given in terms of identifying plant stages they see or creativity they appreciate in movement or both.

The Culmination of the Concept: Dancing a Garden

TSW will be divided into three large groups.

1. One group will be the plants, one group will be the weather, and one group will be the creatures that visit the garden. Remind the students that they have explored all three of these things, and now is their chance to show all the creative ways they can clearly and creatively demonstrate what they know.
2. Have the three groups sit in their own space around a circle.
 - a. Before dancing, have students take a minute to review their options for each category. For example, ask them to identify a type of plant and then quickly stand in place and give a movement idea for what it could look like. TTW model here to encourage student participation (i.e., potato, and then making an oblong shape on the ground). Have three student volunteers go and then ask them to quickly blurt out other options without taking the time to suggest movement, such as carrots, tulips, blueberries, an orange tree, melon, tomatoes, etc. TTW can quickly remind students of "weather options" by reading through the list used in the warm-up and asking students to do each sitting in place.

- b. Finally, for the creatures, TSW recall the story read to them earlier. TTW tell the group that they will either be a butterfly, a bird, or a bee. Have students stand in place on the circle and move in their own spot, try being a bird, a bee, and finally a butterfly. As they are moving, TTW tell the students how these creatures help to scatter seeds and pollinate plants.
- c. Once the review is complete, directions need to be shared and clearly. The “plants” will go plant themselves in the center of the circle. The music will play, and TTW guide them through their stages until they are a tall, beautiful plant of their choosing. They end in a shape, but this shape can move as long as it stays in one spot (they are rooted). At this point, the creatures are free to stand and dance through the garden, interacting with the plants. TSW not touch the performers, but they should visit as many as possible. TTW encourage the students to visit every part of the garden and to try to interact with each creature if they can. Let this group dance 30 – 60 seconds and then sit down.
- d. Finally, the weather group enters. These students are rain, thunder, wind, sun, etc. and encourage the “plants” to respond to whatever is around them. If the students have sun near, they can reach their limbs, if they are being rained on, they can droop, if they have the wind blowing them, they can bend. Again, the “weather” does not physically touch the plants, but they do relate to one another. 30 – 60 seconds of dancing, and then they sit. Everyone claps for the “plants” as they had to work hard to hold their shape.
- e. If time allows, the groups switch roles and at least get to try being one other thing; ideally, they get to be all three. TTW focus on safe interaction during dancing and giving feedback on what she sees that is clear, creative, and fully danced. Playing soft classical music during this time helps with classroom management as well and keeps the energy at an appropriate level.

Closure: Today, we learned all about plants – what stages they go through when they grow, and what creatures and weather can help them grow big and strong. It was wonderful to see you dance in a garden and show me what you know with your body.

Essential Questions:

- How do dancers work with space, time, and energy?
- Dancers use the mind-body connection and develop the body as an instrument for artistry and expression?
- How does a dancer heighten artistry in a public performance?

TSW respond. Discuss responses.

Great job everyone!

Recommended Resources

<https://wigglegenius.com/lesson-plans-1#f5e231f3-f716-4f7c-95a4-b2b83acf3dc2>

(Copy and paste the above and then scroll down to K- Plants and Dancing a Garden)

<https://www.youtube.com/watch?v=kZITtrzoK4c> ("The Tiny Seed" book read aloud)

Extended Learning Activities

- Lead students through an exploration of specific kinds of plants and help them to make these shapes clear in their bodies. Choose plants that are low (potatoes, carrots, melon), medium (okra, spinach, strawberries), and high (blueberries, oranges, tomatoes). Choose different categories too, such as fruit and vegetables in this example.
- TTW ask the students to make up their own type of plant – its shape, its fruit, its name, and its colors. The student will choreograph a dance (1 minute or less in length) about this plant.

Sources

Julie White www.wigglegenius.com

Youtube.com- Kids Books Read Aloud/ Storybook Nanny

Tips

Be sure to emphasize spacing with students and boundaries/areas that are out of bounds in order to keep movements safe.

Suggested Assessment Strategies for Dance

Peer Assessment This assessment strategy promotes focus on and attention to a set of criteria and helps develop listening, observation, and communication skills. It allows the teacher to engage the students in critical thinking and provides opportunities for students to use dance terminology. A positive peer review process is a formative assessment strategy that allows for thoughtful feedback and affirmation from classmates (it is important that this boundary is set).

Hand Signals Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process:

- I understand _____, and can explain it (thumbs up).
- I do not understand _____ (thumbs down).
- I'm not completely sure about _____ (wave hand).

Author

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