

**Lesson Plan**

Dancing Through The Seasons

**Grade Level**

1st Grade

**Subject Area**

Science

**MSCCRS**

L.1.4.1 Explore the cause and effect relationship between plant adaptations and environmental changes (i.e., leaves turning toward the sun, leaves changing color, leaves wilting, or trees shedding leaves).

**Art Form**

Dance

**MSCCR Creative Arts Standards**

DA: Cr1.1.1 Generate and conceptualize artistic ideas and work.

- a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.

*Enduring Understanding:*

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

*Essential Questions:*

Where do choreographers get ideas for dances?

DA: Cr2.1.1 Organize and develop artistic ideas and work.

- a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

*Enduring Understanding:*

The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

*Essential Questions:*

What influences choice-making in creating choreography?

DA: Pr5.1.1 Develop and refine artistic technique and work for presentation.

- b. Move safely in general space through a range of activities and group formations while maintaining personal space.

*Enduring Understanding:*

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

### Essential Questions:

How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

### Duration

1 Hour

### Materials

Construction paper or poster board to create season signs (spring, winter, summer, fall)  
Permanent marker  
Anchor chart paper  
Various books about seasons

### Objectives

Students will understand how plants and trees change through environmental changes such as seasons.

Students will model stages of environmental change through dance and movement.

### Vocabulary

Environment  
Adapt  
Seasons  
Movement  
Personal space

### Lesson Description

1. Prior to the lesson, TSW have learned about various seasons and characteristics of each season (as they learn about seasons in Kindergarten).
2. TTW review the different causes, such as temperature change, perception, and length of the day. TTW explain how each of these changes can affect plants during each season.
3. TTW display an anchor chart with 4 different boxes on it.
  - a. TTW label each box (1-spring, 2-summer, 3-fall, 4-winter).
  - b. TTW ask the students to brainstorm about the characteristics of each season as they go through the anchor chart. The teacher will take responses and write them under each season category.
4. TTW say, "Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression...even warm-ups. We are going to engage in a short warm-up before we get started with this lesson: <https://youtu.be/3WnI4UNgSaY>
5. TTW ask the students whether anyone can think of a movement that we can create with our bodies to represent a characteristic of spring, summer, winter, or fall? TSW respond.
  - a. "What are some ways we can use our bodies to represent plants changing during each time of the year?" TSW respond.

- b. TTW go through each season, asking about movements that could represent characteristics from the specific season.
6. TSW lay down, close his/her eyes, and listen to Vivaldi's Four Seasons (link in resources below). While listening TSW imagine himself/herself moving to the music.
7. TTW pause the music and allow the students to stand. TSW be given the opportunity to improvise their movements to Vivaldi's Four Seasons for approximately 1 minute.  
\*Remind dancers to be mindful of their surroundings.
8. TTW + TSW return to the discussion prior to the improvisation and model the given responses, as the students are preparing for the next part of the lesson. Some examples of movements to represent plants and changing of seasons are:
  - i. Spring: use hands to model opening of a tulip flower, use fingers and hands to represent butterflies or insects flying around, use hands to represent the sprinkling of pollen falling to the ground. (TTW change Vivaldi's season to Spring and play while demonstrating movements).
  - ii. Summer: use hands and arms to stretch around the body to model a big shrub or tree, model picking vegetables from a summer garden, stand on tiptoes to model a very tall sunflower. (TTW change Vivaldi's season to Summer and play while demonstrating movements).
  - iii. Fall: use hands out flat to model good size leaves falling from a tree, have your whole body wiggle slowly to model a light wind, use arms to create a big sun, and move the sundown as the angle of the sun changes in the fall. (TTW change Vivaldi's season to Fall and play while demonstrating movements).
  - iv. Winter: use the whole body to represent a tree with no leaves by standing straight up, and arms could represent twigs/branches on trees, use arms to model a shriveled up flower that could have frost on it, use the open palm of the hands in a zig-zag, waving pattern to represent snow falling on the ground. (TTW change Vivaldi's season to Winter and play while demonstrating movements).
9. The teacher will divide the students into groups (4 students in each group). The teacher will give each group a set of season cards (see cards and links at the end of lesson plan).
10. The teacher will review personal space and the appropriate way to move/dance in a classroom.
11. The teacher will place the students in different spots around the classroom, having them create their personal space.
  - a. The teacher will explain to the students, "now you are going to work with your group. Each one of you will represent a different season. I want you to work with your group and create a movement to represent your specific season.
  - b. Everyone in the group will help each person create their movement for their specific season. Remember, as we discussed earlier in the lesson, what causes

might create the changes in a plant or an environment, as you are coming up with your specific movement.

- c. We are going to come back together as a class group in 10-15 minutes, and each group will perform their season movements. Please be sure to lay your season title card in front of you on the ground so that your audience knows which season you are representing with movement. You will now have 10-15 minutes to work with your group.”
- d. (The teacher will encourage students to model/use some of the movements mentioned during the whole group discussion with the anchor chart AND for students to think back on what they might see during each season when preparing their different movements.)
- e. The teacher will give the students/groups a 5-minute warning... then a 1-minute warning as they will prepare to wrap up their group work and be ready to perform.

12. The teacher will allow each group to perform for the class.

13. Essential Questions for Closure:

- a. Where do choreographers get ideas for dances?
- b. What influences choice-making in creating choreography?
- c. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

### **Recommended Resources**

Should the teacher need music for any instruction, he/she may consider Vivaldi's Four Seasons (Spring, Summer, Fall, Winter- Complete Recording):

<https://youtu.be/g1hEszuZ4lo>

### **Extended Learning Activities**

- The teacher could add some props to enhance the lesson, scarves, or music.
- The teacher could have students create a chart of their own, writing a different season in each box. The students could use art materials such as oil pastels and watercolor to draw characteristics and ways plants and the environment change during each season.

### **Sources**

N/A

### **Tips**

Be sure students understand how to appropriately model movement in the classroom and the use of personal space.

### **Suggested Assessment Strategies:**

*Web or Concept Map*

TSW use any of several forms of graphic organizers that allow the learners to perceive relationships between concepts through diagramming keywords/pictures representing those concepts.

*One Minute Question*

TTW set a countdown timer and allow students to talk with a

partner for one minute about the question asked, “what do you know about \_\_\_\_\_?” The teacher will call on students randomly to describe THEIR PARTNER’S RESPONSE.

### *Peer Assessment*

When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as:

- “I noticed...”
- “I like the way....because...”
- “Have you thought of...?”
- “I would suggest...”

### **Author**

Heather Hodges



[https://www.canva.com/design/DAEAnsm14iw/5fk7WB95xXzMqzeWYAm0nQ/view?utm\\_content=DAEAnsm14iw&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAEAnsm14iw/5fk7WB95xXzMqzeWYAm0nQ/view?utm_content=DAEAnsm14iw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)



[https://www.canva.com/design/DAEAnotTMzk/Hxfl\\_pHqM5Y3k9gdzPQirw/view?utm\\_content=DAEAnotTMzk&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAEAnotTMzk/Hxfl_pHqM5Y3k9gdzPQirw/view?utm_content=DAEAnotTMzk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)



[https://www.canva.com/design/DAEAn6K9Okc/FyCsdGpGxGBnI2zTAKZIJA/view?utm\\_content=DAEAn6K9Okc&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAEAn6K9Okc/FyCsdGpGxGBnI2zTAKZIJA/view?utm_content=DAEAn6K9Okc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)



[https://www.canva.com/design/DAEAn9HFrl0/k48tsSFIFjW9Vzh7LXYEZw/view?utm\\_content=DAEAn9HFrl0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAEAn9HFrl0/k48tsSFIFjW9Vzh7LXYEZw/view?utm_content=DAEAn9HFrl0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)