

DANCE the Story!

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Dance

Action, Concepts: Locomotor movements, axial,
Laban Effort Actions

MSCCR STANDARDS

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3: Describe how characters in a story respond to major events and challenges.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

MSCCR CREATIVE ARTS STANDARDS

DA: Cr1.1.2 Generate and conceptualize artistic ideas and work.

DA: Cr1.1.2a Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.

DA: Cr1.1.2b Combine a variety of movements while manipulating the elements of dance.

a. sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama.)

DURATION

One 45-60 minute session

OBJECTIVES

Student will be able to know and/or do:
recreate a story using the music and dance concepts of beat, flow, and expression
gain a deeper understanding of how the characters' actions contribute to the sequence of events in a story through close engagement of the text.

MATERIALS NEEDED

Movement dots, pre-printed text cards, When Sophie Gets Really, Really Angry by Molly Bang, Game of Thrones Season # by Ramin Djawadi (Song 1, Main Title 1:44).

VOCABULARY

Beat: a regular emphasis or a place in the music where such an emphasis is expected.

Flow: a continuous fluid movement; slow gentle circular type movements.

Expression: a process of making known one's thoughts or feelings or a look on someone's face that conveys some sort of emotion.

Characters: a person in a novel, play, or movie.

Text: a book or other written or printed work.

Sequence: a particular order in which related events, movements, or things follow each other.

Event: something that occurs in a certain place during a particular interval of time.

RECOMMENDED RESOURCES

YouTube videos: <https://www.youtube.com/watch?v=tISX0wadZnE>

LESSON SEQUENCE

Introduction: The teacher will engage students by telling them that they're going to make up a dance for a story using beat, flow, and expression. The teacher will build knowledge by leading the students in some music and dance terminology (beat & flow) warm-ups. Using Game of Thrones Season # by Ramin Djawadi (Song 1 Main

Title 1:44) the teacher will guide and model the practice of beat and flow. Students will be asked by the teacher which type of movement she is performing. She will say that she just created a dance that they followed.

Transition: The teacher will then read *When Sophie Gets Angry-Really, Really Angry* by Molly Bang. As the teacher reads the book, she will simultaneously review the definition of beat and flow while pointing out to the students the various emotions illustrated by the characters and what things caused Sophie to react in certain ways. The teacher will divide students into 5 storytelling/movement groups while explaining each group will tell a part of the story using dance. Use movement dots to organize groups.

Description/Procedure: The teacher will guide the students in the creation of movement to illustrate the text. Maybe a directive about not talking and only using movement (unless called on)? A script to use is below in the procedure:

Section One: What is Sophie doing at the beginning of the story and how does it make her feel? (She is playing with the gorilla and she is happy). Raise your hand if you can show me what happy looks like with your face. Using beat and flow, how can you demonstrate playing with the Gorilla? (Choose a few students to demonstrate a dance move of their choice using beat or flow). What happens next in the story? (Her sister grabs the gorilla). How does this make Sophie feel? (angry, mad, sad, etc.) Why do you think her sister grabbed the gorilla? She felt like it was her turn, etc.) How did the sister feel when she got the Gorilla? What terrible thing happened next? (The sisters got into a fight) Now, think-pair-share how you can demonstrate getting in a fight without touching each other using beat and flow. The teacher will demonstrate a tugging motion with a partner using beat. When Sophie's sister won and took the Gorilla it caused Sophie to fall over a truck. Ask the students for everyone to show the teacher using their hands and facial expressions how Sophie felt.

Section Two: The teacher will say, "I think this is a great section to use beat." Choose a few friends to illustrate, "She kicks. She screams. She wants to smash the world to smithereens." "I think this is a great section to use flow." Choose a few friends to illustrate with flow, "she roars a red, red, roar." Ask students to show you what their bodies would look like if it was a volcano erupting. Let's answer the question the title of the book would ask... when Sophie gets angry, really, really angry, what happens?

Section Three: After Sophie exploded, what happened next? (She runs away). Using your arms, show how Sophie will run. Ask the students, are we using beat or flow? After she finished running, what is her action? Using your facial expressions, can you show me what sad looks like? Now that you have a sad face, can you show me using beat or flow how Sophie would move when she is crying? What happens next after Sophie cries? (She sees the rocks, the trees, and ferns. She hears a bird.) Using beat or flow, can you demonstrate her seeing these things? Hearing a bird? Movements of a bird? What does Sophie do when she sees a tree? Using your arms, please demonstrate how you climb a tree. Ask the students if we are using beat or flow? How do you think Sophie is starting to feel now that she has run around, cried, looked around at nature and climbed the tree? Is she still angry? Is she getting more angry or is she starting to calm down?

Section 4: When thinking about the text "She feels the breeze blow her hair. She watches the water and the waves," can you think of some ways to move your body parts to demonstrate the flow of the breeze through her hair or the flow of the water and the waves? Were you using beat or flow? Since we are already using flow, how can you make some circular movements to demonstrate how big the wide world would be? As Sophie sits in the tree, feeling the breeze, and watching the water, what is happening with her expressions? (You may have to explain what the word comfort means) What things in this section of the story comforted her? (The breeze, the water, the wide world) Because she feels comforted and better, what does Sophie do next? (She climbs down the tree and heads home) Can you show me what type of movement we used to climb the tree? Let's use the same beat movement to climb back down the tree and head for home.

Section 5: Using flow, give me a dance movement to show how you would enjoy the good smells of the house. Using your facial expressions, how does everyone in the story feel now? Can you give me a motion with your hands that would welcome Sophie back home? Now that everything is good again, how would you move to celebrate? How can you demonstrate "Sophie isn't angry anymore?"

EXTENDED LEARNING ACTIVITIES

Use the poem “For Sale” by Shel Silverstein as a poetry extension to talk about brothers and sisters getting along. Where do choreographers get ideas for dances? *Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

In your groups, put it all together. Improvise a dance phrase with the five parts of the story. Choose movements that express the main idea or emotion for each section. Justify your movement choices.

For additional enrichment, utilize DANCE STRUCTURES. Dance Structures: The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form. <https://www.youtube.com/watch?v=2wIYCIi5n0g>.

SOURCES

Nadara Gaspard, Ann Nelson and Elizabeth Blanton Lesson Updated and Edited by Abby Calhoun

TIPS + FREQUENTLY ASKED QUESTIONS

This lesson can also cover a few third grade standards and would be a good lesson that would still gain interest in third grade. This lesson is very adaptable.