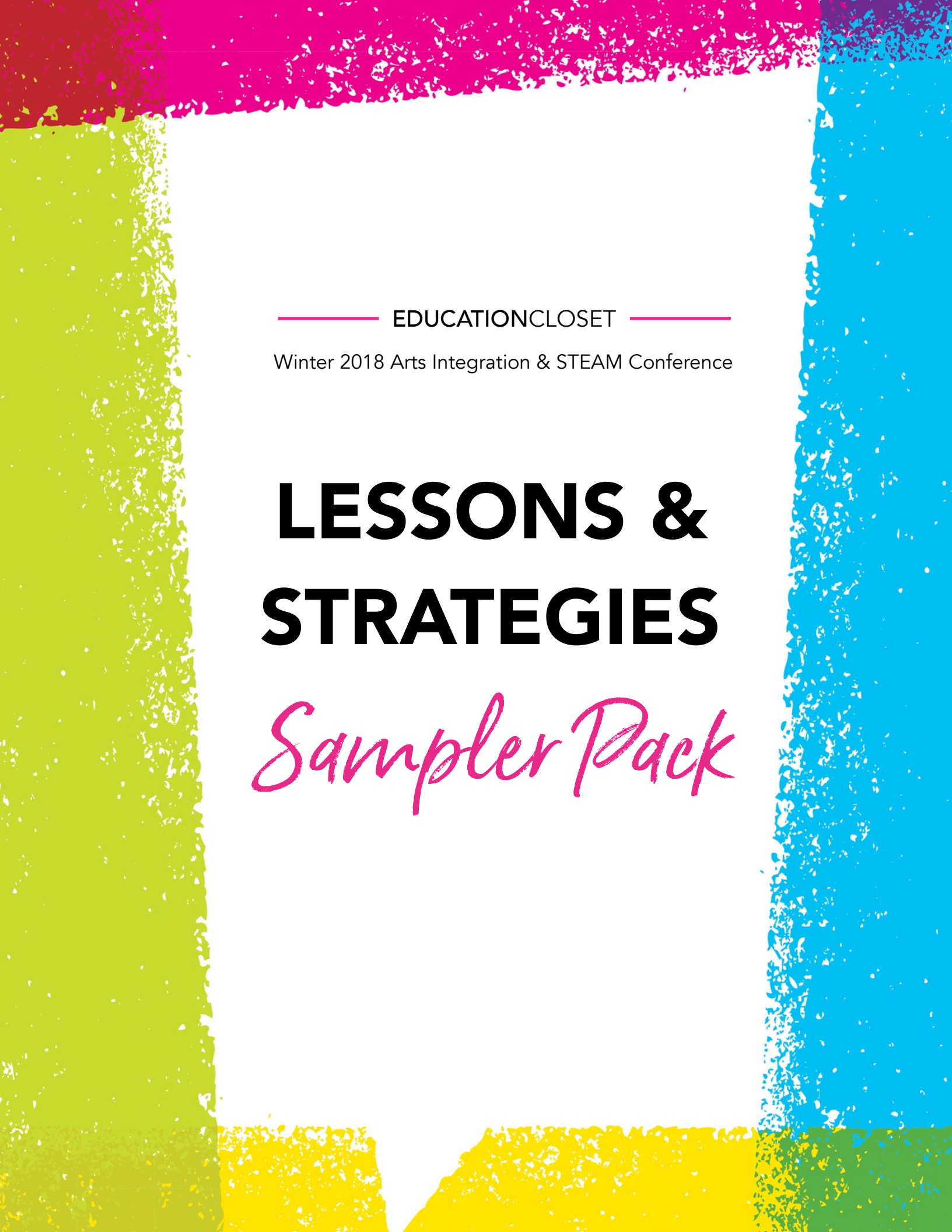


The page features a white central area surrounded by thick, textured brushstrokes in pink, blue, and yellow. The pink strokes are at the top and bottom, while blue and yellow strokes are on the sides and bottom.

EDUCATIONCLOSET

Winter 2018 Arts Integration & STEAM Conference

LESSONS & STRATEGIES

Sampler Pack



KEY STANDARDS

CONTENT	ARTS
CCSS:ELA RL.5.4.	Dance: DA:Cr1.1.5

PACING

DAY 1

Pages 1 - 2

ASSESSMENT TYPE

- ☒ Formative Assessment
Figurative Language

ELEMENTS OF DANCE

- Body
- Energy



MATERIALS LIST

- Nature Sounds/Music
- Open space for movement

Lesson Objective:

Students will explore figurative language through dance.

21st Century Skills:

- Communication
- Collaboration
- Creativity

Content Standards:

ELA.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Students interpret and create examples of figurative language.

Vocabulary

Figurative Language

Arts Standards:

DA:Cr1.1.5.: Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

Students cooperatively explore choreography using multiple stimuli (a Figurative Language Card and an Earth Card) as inspiration.

Essential Question:

How can we interpret figurative language through dance?

Warm-Up Options - 10 Min

Pick from any of the warm-ups below. Directions for the warm-up are located at the back of this lesson packet.

Recommended: Kinosphere and Clay (using figurative language).

- 10- Clay
- 11- Dance Vocabulary
- 12- Energy
- 13- Halfsies
- 14- Kinosphere
- 15- Lower Body
- 16- Upper Body
- 17- Spine
- 18- Standing Stretches



Lesson Sequence:

The Earth Art movement centered around the use of natural materials and the land surrounding the art as a crucial part of the art itself. In this lesson students will interpret metaphors and similes about nature through dance.

1 STEP 1

Introduce the idea of interpreting the movement of nature through dance by using the artful thinking below.

Review the definition of figurative language and explain that students will be interpreting figurative language through movement.

2 STEP 2

Have students gather in an open space and draw their kinospheres around themselves to demarcate personal space. Ask students to silently move around the room using a basic walk. Then use different prompts to instruct student movement. **Ask:** Can you move like a seed germinating and growing, reaching for sunlight? Can you be a butterfly emerging from a chrysalis? Melting in the spring?

Ask: Can you dance like a snowflake falling from the sky, touching the earth, and melting in the spring? Can you move like a human going through all the stages of life? Be a baby, be a toddler, a child, and adult, and a senior all without making a sound.

Step 3: Main Activity/Project

Next, divide students into partner pairs. Have one student in the pair draw a Figurative Language Card and the other student draw an Earth Card. Together the students should develop an example of figurative language that synthesizes the information from both cards. Have students practice saying their sentences while completing their choreography.

Estimated Time: 25 minutes

4 STEP 4

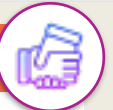
Have students perform their earth choreography for the class. Once everyone has performed have students complete an artist statement reflecting on how dance choreography can help with interpreting figurative language.

Artful Thinking Routine

Creative Comparisons routine. Ask the following questions about Elements of Life by Momo Sanno.

- What do you see in this artwork? What do you know about this topic?
- In what ways does the choreography in this dance reflect each element of nature?

Teacher To Teacher



Consider playing simple music without lyrics in the background to help inspire movement. Nature channels on youtube provide appropriate ambiance without feeling overwhelming.



TEACHER SCORING GUIDE

Use the assessment below to help guide your scoring of student dance rehearsal and performances.

Criteria	Distinguished (Level 4)	Excelled (Level 3)	Adequate (Level 2)	Basic (Level 1)
<i>The student is able to determine the meaning of different examples of figurative language and create their own.</i>	The student determines the meaning of different examples of figurative language and is able to accurately create their own examples.	The student works with their partner to determine the meaning of different examples of figurative language and is able to accurately create their own examples.	The student somewhat determines the meaning of different examples of figurative language and/or is able to somewhat create their own examples.	The student is not able to determine the meaning of different examples of figurative language and is not able to accurately create their own examples.
<i>The student can effectively translate figurative language into dance movement.</i>	The student takes an active role in translating the figurative language to dance and demonstrates their figurative language effectively.	The student helps to translate the figurative language to dance and demonstrates their figurative language effectively.	The student somewhat helps to translate the figurative language to dance and demonstrates their figurative language somewhat effectively.	The student provides little or no help in translating the figurative language into choreography and/or does not effectively demonstrate their language through dance.
<i>The student is able to work with a partner to build choreography using both an Earth Card and a Figurative Language Card.</i>	The student is a creative collaborator as they explore choreographed synthesis of their Earth and Language Cards.	The student helps develop choreography that combines their Earth and Language Cards.	The student somewhat helps develop choreography that combines their Earth and Language Cards.	The student takes a passive role or does not participate in developing choreography.

Name: _____ **Date:** _____ **Class:** _____

Directions:

Use the rubric provided in the space below to help guide your creative process.

Criteria	Distinguished (Level 4)	Excelled (Level 3)	Adequate (Level 2)	Basic (Level 1)
<i>I am able to determine the meaning of different examples of figurative language and create my own.</i>	I determine the meaning of different examples of figurative language and accurately create my own examples.	I work with my partner to determine the meaning of different examples of figurative language and I able to accurately create my own examples.	I can somewhat determine the meaning of different examples of figurative language and/or I can somewhat create my own examples.	I am not able to determine the meaning of different examples of figurative language and I am not able to accurately create my own examples.
<i>I can effectively translate figurative language into dance movement.</i>	I take an active role in translating the figurative language to dance and demonstrates their figurative language effectively.	I help to translate the figurative language to dance and demonstrates their figurative language effectively.	I somewhat help to translate the figurative language to dance and demonstrate my figurative language example somewhat effectively.	I provide little or no help in translating the figurative language into choreography and/or I do not effectively demonstrate my language through dance.
<i>I am able to work with a partner to build choreography using both an Earth Card and a Figurative Language Card.</i>	I am a creative collaborator as I explore choreographed synthesis of their Earth and Language Cards.	I help my partner develop choreography that combines their Earth and Language Cards.	I somewhat help my partner develop choreography that combines my Earth and Language Cards.	I takes a passive role or I do not participate in developing choreography.

hyperbole	An outrageous exaggeration that emphasizes a point Example: One million butterflies flew through my garden today.
metaphor	A device that compares two things not using the words "like" or "as." Example: You are my sunshine.
simile	A device that compares two things using the words "like" and "as." Example: Brave as a bear.
alliteration	A sound device where the first consonant sounds in several words are repeated. Example: The frozen fractals flickered and flocked around the window edges forming crazy ice crystals.
personification	A device where inanimate objects such as animals or ideas are given human characteristics. Example: The sky was full of dancing stars.

A Butterfly 	Snowflakes 	Flowers 
A Bear 	Wind 	Seeds 
Stars 	Rain 	A River 

Warm-up Sequence:

In this warm-up students will work in partner pairs or small groups to develop different body positions that represent a thought or idea.

1 STEP 1

Have students select one person in their pair or group to be the "clay." This student will sit on a chair or stool.

2 STEP 2

The students who are not seated will need to determine how to "sculpt" the "clay." Each student should ask permission to use either verbal or physical cues. Students should be detailed and instruct or show exactly how the "clay" should pose their face, hands, and body.

3 STEP 3

Next begin prompting student groups by giving them thoughts or ideas you would like them to convey through their "clay" sculpture. Examples: Surprised while Playing Soccer, Just received an A+ on a Math Test, Devastated that the Cafeteria is Serving Soup for Lunch, etc.

4 STEP 4

Have students present their "clay" to the rest of the class and defend their artistic choices. Subsequent teams may not change their "clay" while/after viewing their neighbors sculptures.

5 STEP 5

Have students repeat this exercise with different students playing the roles of the clay and the sculptors.

Lesson Application



This warm-up is great for having students consider detailed choreography and relating ideas or concepts to body movements.

Conversation Level: 2-3



Warm-up Sequence:

In this warm-up students will practice moving around the classroom and showing expression while practicing dance vocabulary.

1 STEP 1

Have students begin moving around the classroom in their *kinospheres*. Then begin to cue students to move in specific ways.

- Walk
- Hop
- Jump
- Skip
- Slide

2 STEP 2

Have students return to their basic walk as they move around the room. Instruct students that they will begin to change the *pathways* they are using to walk around the room- instead of moving in a straight line suggest students try:

- Moving in circles
- Moving in right angles
- Moving in a zig-zag
- Moving in a curved line

3 STEP 3

Have students return to their basic walk as they move around the room. Next instruct students to utilize different *levels* as they walk around the room.

- Crawl to show low levels
- Lay on the floor in a shape to demonstrate a low level
- Walk on your knees at a middle level
- Crouch to show a middle level
- Jump into the air to show a high level

4 STEP 4

Have students return to a basic walk around the classroom. Have students play with the elements of *direction* and *time* to change the way they are moving.

- Walk backwards slowly
- Walk to the right in slow motion
- Walk up the "stairs" fast
- Slide back and forth quickly
- Hop forward 3 times very slowly, then hop to the side 3 times fast.

5 STEP 5

Have students return to a basic walk around the room and practice moving in *locomotor* ways vs. *non-locomotor* ways.

- Stand in place and kick each leg
- Skip/jump
- Twirl in place
- Hold hands with a partner and move in a circle

Lesson Application



Have students use this warm-up to practice the elements of dance. Consider having a student lead these warm-ups after the teacher demonstrates.

Contributed by: Laura Wixon, EducationCloset.com

Conversation Level: 0

Warm-up Sequence:

In this warm-up students will get students moving and raise the energy level and temperature of the room.

1 STEP 1

Have students spend 1 minute doing jumping jacks or small jumps in place.

2 STEP 2

Have students spend one minute completing lengthening full-body stretching.

- Large arm swings with torso twisting
- Leg swings while transferring weight to opposite leg
- Standing tall and reaching both hands together up and over the body reaching first to the right, and then to the left.

3 STEP 3

Have students spend one minute working on core and stability. Ask students to sit on the floor and tuck their knees up to their chest. Grab the nooks of the knees with hands and lean back to lift both feet off of the floor (boat pose). Have students extend arms out and hover arms up and down alongside of knees.

4 STEP 4

Have students spend one minute working on balance. Ask students to begin with their left knee and left hand on the floor with their right arm extended above their body (supported side-plank). Extend right leg so that the entire body is in a straight line. Pull the right knee towards the torso and the right elbow towards the knee. Repeat on the opposite side of the body.

5 STEP 5

Finish this warm-up by having students spend another minute doing jumping jacks or small jumps in place.

Lesson Application



This warm-up indirectly references the Barteneiff Fundamental exercise called *Basic Six*. These exercises were developed in 1940 by Irmgard Barteneiff as a method of connecting breath and movement.

Warm-up Sequence:

This warm-up allows students to strengthen movements that utilize both halves of their brain.

STEP 1

Have students stand and stabilize their feet, legs and hips but move the top half of the body. Then have students stabilize their hands, arms, necks, heads, and shoulders, but move only the bottom halves of their bodies.

STEP 2

While standing have students stabilize the left side of their body and move the right side of their body. Then have students reverse the action by stabilizing the right side of their body and moving the left side.

STEP 3

- Clap, clap, stomp right foot 3 times (4 counts)
- Clap, clap, stomp left foot 3 times (4 counts)
- Clap, clap, stomp right foot 3 times (4 counts)
- Clap, clap, stomp left foot 3 times (4 counts)

STEP 4

Have students move to hands and knees (table pose) on the floor. Have students extend their left arm out straight in front of them. Have students try balancing and extending their right leg straight behind while their left arm remains extended in front. Reverse and have students try this on the opposite side.



Lesson Application

Ask students if they can think of styles of dance that predominantly utilize one half of their body. (I.e. : Irish step-dancing, Traditional African Dancing, etc.)

**Warm-up Sequence:**

In this warm-up students will differentiate self-space from general space.

1 STEP 1

Have students find a place in the classroom where they have a bit of space around them. Stand in the front of an open space and have students point their toes towards and gaze towards you.

2 STEP 2

Reach into your pocket (if you don't have a real pocket reach into your imaginary pocket) and take out your imaginary piece of chalk. To create your kinosphere draw a huge arc all the way around your body by passing the chalk from one hand to another. Draw a huge arc using an extended arm behind your back, around your sides, over your head.

3 STEP 3

Test your kinosphere for strength by poking it, punching it, kicking it, stretching it, jumping in it, knocking on it.

4 STEP 4

Have students "remove their voice boxes" (aka become silent) and "place their voice boxes on the ground inside their kinosphere. Have students move their kinospheres around the classroom without bumping into anyone else's kinosphere. If student's kinospheres are not "safe and soundproof" students must sit down for "kinosphere repairs."

5 STEP 5

Have students move inside their kinosphere without moving it (non-locomotor movement), and then have students move their kinosphere around (locomotor movement). Try using different adjectives to describe the way students should move.

Lesson Application

This warm-up is great for lessons where students will be moving through general space. It allows students to practice self-space as well as respectful interaction in general space.



Warm-up Sequence:

In this warm-up students will warm-up their lower body from a seated position and get ready to move during the lesson today.

1 STEP 1

While in their seats, have students:

- Bring right elbow to lifted left knee for 2 counts
- Put foot back down for 2 counts
- Left elbow to right knee lift for 2 counts
- Put foot back down for 2 counts
- Repeat using 1 count for each movement (1 count of 8)

2 STEP 2

Still seated have students:

- Place hands on knees
- Arch spine for four counts
- Round spine for four counts
- Arch spine for four counts
- Round spine for four counts
- Repeat using 2 counts for each movement (1 count of 8)

3 STEP 3

- Have students flex toes and feet towards their body for four counts
- Flex toes and feet away from body for 4 counts
- Flex toes and feet towards their body for 4 counts.
- Flex toes and feet away from their body for 4 counts
- Repeat using 2 counts for each movement (1 count of 8)

4 STEP 4

- Have students bring their left ankle over their right knee and sit with their spines tall towards the ceiling. Hold for 8
- Have students bring their right ankle over their left knee and sit with their spines tall towards the ceiling. Hold for 8
- Repeat and hold each stretch for 4 counts (1 count of 8)

5 STEP 5

While students are still in their seats with both feet flat on the floor in front of them:

- Have students raise their heels (*releve*) for 2 counts
- Have students lower their heels for 2 count
- Have students lift heels for 2 counts (*releve*)
- Have students lower heels for 2 counts.
- Repeat using 1 count for each movement (1 count of 8)

Lesson Application



This warm-up is great for lessons where students will be moving around the classroom and can also be used as a “cool-down” activity after an active lesson. Try using this warm-up in conjunction with a non-arts integration lesson as a brain break to re-engage students when you feel a lull in classroom energy.

16 Sitting Stretches (upper body)



DANCE

Warm-up Sequence:

In this warm-up students will warm-up their upper body from a seated position and get ready to move during the lesson today.

1 STEP 1

While in their seats, have students:

- Look right for 2 counts
- Look center for 2 counts
- Look left for 2 counts
- Look center for 2 counts
- Repeat using 1 count for each movement (1 count of 8)

2 STEP 2

Still seated have students:

- Look downpour 2 counts
- Look center for 2 counts
- Look up for 2 counts
- Look center for 2 counts
- Repeat using 1 count for each movement (1 count of 8)
-

3 STEP 3

- Tilt head right for two counts
- Tilt chin to chest for two counts
- Tilt chin to left for two counts
- Tilt chin to chest for two counts
- Repeat using 1 count for each movement (1 count of 8)

4 STEP 4

- Two shoulder rolls to the back (4 counts each roll)
- Four Shoulder rolls to the back (2 counts each roll)
- Two shoulder rolls to the front (4 counts each roll)
- Four shoulder rolls to the front (2 counts each roll)

5 STEP 5

- Lift shoulders for two counts
- Lower shoulders for two counts
- Lift shoulders for two counts
- Lower shoulders for two counts
- Repeat using 1 count for each movement (1 count of 8)

Lesson Application



This warm-up is great for lessons where students will be moving around the classroom and can also be used as a "cool-down" activity after an active lesson. Try using this warm-up in conjunction with a non-arts integration lesson as a brain break to re-engage students when you feel a lull in classroom energy.

Warm-up Sequence:

The human spine is able to move in six definite directions. In this warm-up students stretch their spine to prepare for movement in the days lesson.

STEP 1

Spinal Extension (Direction 1)

- Seated in Chair: Place hands on knees and push the chest and abdomen out. Lift the chin towards the ceiling. Inhale.
- On Floor: On hands and knees (table pose) allow belly button to sink to the floor as students arch backs and raise faces upwards. Inhale.

STEP 2

Spinal Flexion (Direction 2)

- Seated in Chair: Place hands on knees and pull chin to chest and belly button to spine as students pull in and round spine. Exhale.
- On Floor: On hands and knees (table pose) bring belly button to spine and round spine up towards the ceiling. Drop top of head towards the floor. Exhale.

STEP 3

Lateral Side Bending (Directions 3 and 4)

- Seated: Place left hand on left edge of chair seat. Reach right arm up and over head towards the left. Palm faces down, gaze can look up at hand or down at floor. Breathe. Repeat on opposite side.
- Standing: Leave left hand by side and reach right arm up and over towards the left. Lengthen through the right side body. Breathe. Repeat on opposite side.

STEP 4

Twists (Directions 5 and 6)

- Seated: Anchor left hand to back of the chair by reaching around behind body, Then bring right hand to left knee or thigh and twist through the spine turning head to the left to look behind. Breathe and grow tall towards the ceiling. Repeat on opposite side.
- Standing: Swing arms loosely along side of body as students turn to the right and the left, looking over each shoulder as they twist.



Lesson Application

Use this warm up to begin a lesson where students will be moving and twisting their spine.

This lesson is also a great way to wake-up in the morning. Once students have completed the warm-up ask them to feel their positive focus, listen to your quiet breath and have a positive day!

Conversation Level: 0



Warm-up Sequence:

In this warm-up students will warm-up their bodies and get ready to move during the lesson today.

1 STEP 1

Gather students into an open space for movement.

- Have students stand and rub hands together.
- Have students tap their body lightly with their hands from head to toe.
- Stomp feet.

2 STEP 2

- Have student lean down into a forward fold and hold for 4 counts.
- Have students roll up their spine to a standing position for 4 counts.
-

3 STEP 3

Have students hold their arms out straight in front of them for these exercises:

- Bend knees (plie) for 2 counts
- Straighten knees for 2 counts
- Bend knees (plie) for 2 counts
- Straighten knees for 2 counts
- Repeat using 1 count for each movement (1 count of 8)

4 STEP 4

- Right leg lunge back for 8 counts
- Left leg lunge back for 8 counts
- Right leg lunge back for 8 counts
- Left leg lunge back for 8 counts

5 STEP 5

- Right hamstring stretch. Hold foot for 8 counts.
- Left hamstring stretch. Hold foot for 8 counts.
- Right hamstring stretch. Hold foot for 8 counts.
- Left hamstring stretch. Hold foot for 8 counts.

Lesson Application



Option 1: Have students count out loud together for each stretch to practice counting an 8 count measure.

Option 2: Have one student lead the class and call out every other number while the class calls back the numbers in the sequence that the leader does not say.

Conversation Level: 0

**Warm-up Sequence:**

In this warm-up students will work in partner pairs or small groups to develop different body positions that represent a thought or idea.

1 STEP 1

Draw a line on the board. The line may be diagonal, sloped, or swirly but it must start at the left side of the board and end at the right side of the board.

2 STEP 2

Have students follow the shape of the line with their high/low voices.

3 STEP 3

Have students repeat this activity with different lines (choose student volunteers to draw lines) and different timbres.

- Buzzing lips
- Soft voice
- Humming

4 STEP 4

Now have students look at an artwork and ask them what lines they can sing within the artwork. Have students vocalize the shape of the lines within the artwork by using low and high sounds (pitch). No student answers are wrong, provided they are able to justify their artistic choices.

Lesson Application

This warm-up integrates concepts of visual art and music. Use this warm-up before having students complete a lesson where students are recording the music they create through iconic or musical notation, or any music lesson where students are analyzing pitch.



Warm-up Sequence:

In this warm-up students will work independently in an Adobe Spark.

1 STEP 1

Have students log into Adobe Spark and look for the + symbol to start their warm-up project.

2 STEP 2

Have students select "Post" as the type of content they want to create.

3 STEP 3

Allow students to select an image and "remix" that image to personalize it to their current mood.

4 STEP 4

Students should alter the following aspects of the image they choose:

- Text content
- Text Size
- Theme
- Color Palate

5 STEP 5

Have students "preview" their post and share out with a partner.

Lesson Application



This warm-up is great for having students practice running through the basic options of the adobe program before a lesson that involves elements of design.



Warm-up Sequence:

In this warm-up students will get ready for a visual arts lesson.

1 STEP 1

Have students select two colored pencils or crayons and hold one in each hand.

2 STEP 2

Instruct students to begin with both drawing tools in the center of the paper. Begin to draw as if one hand is mirroring the other.

3 STEP 3

Move hands simultaneously to create a symmetrical image.

Lesson Application



This warm up focuses on space and shape. It also allows for brain connectivity as students practice drawing with both hands at the same time.

This warm-up would be ideal for lessons where students are learning about symmetrical vs. asymmetrical art.