

## **Sample Lesson Plan**

### **Dance and Visual Arts**

**Teacher Name:** Belinda A. Sáenz, BFA, MEd., MA.

**Title of Unit:** Nature and I

**Title of Lesson:** The Best Season

**Lesson Duration:** 60 minutes

**Age Group:** K-2

**Materials:** Dance/movement space, classroom Poster, Whiteboard, Low Odor Dry Erase Markers, Index Cards, Art Supplies such as markers, glitter, paint, cards, stickers, etc.

#### **Lesson Goals:**

- Use descriptive words to convey basic ideas
- Use visual structures and functions of art and movement to communicate ideas
- Learn that short-term weather conditions can change daily, and weather patterns change over seasons.
- Engage in creative and collaborative processes
- Introduce students to Language of Dance symbols, efforts, pathways and directions.

#### **Learner Objectives:**

- Students will develop and use vocabulary for different types of weather
- Students will gain an understanding of how the seasons change
- Students will explore movement related to nature and the characteristics of each season.
- Students will reflect on the impact weather in our behavior and needs connected with it.
- Students will demonstrate understanding on basic ideas of Language of Dance such as Pathways, directions, dynamics, space, relationship, and body.
- Students will execute the movements allowing for individual expression and uniqueness.

**Key Words to Use:** summer, spring, fall, winter, freezing, snowy, drizzle, humid, crisp, rainy, sunny, windy, water, trees, flowers, etc. (Emerging curriculum will grow as students find their own connections and words to explore the seasons).

## LESSON ACTIVITIES:

**Presentation of the Theme (10 minutes):** Sitting in circle—Discuss how the weather changes as the seasons change. Describe the seasons in your region. Activate prior knowledge by asking students to describe their favorite activities in each season. Tell students that the seasons are different in different parts of the world. For example, the Southeast part of United States is warmer during the whole year than the Northeast United States. In the Southeast, leaves on many of the trees do not change colors in the fall. Places in the Southern Hemisphere have winter weather during the months that there is summer weather in the Northern Hemisphere. In tropical areas, near the equator, there are only two seasons: the rainy season and the dry season. Direct students' attention to the classroom poster.

Draw a 4-column chart on the whiteboard titled: Sensational Seasons. Label each of the columns with one season: Summer, Fall, Winter, Spring.

### Sensational Seasons Chart Sample:

SUMMER - Humid ♦ FALL - Crisp ♦ WINTER - Freezing/Snowy ♦ SPRING - Drizzle

Ask students to add their favorite season-appropriate words to the chart.

Ask students to write one sentence about their favorite season.

As students share their understanding and experience with weather and the seasons begin a concept list (Raise hands). "Today, we are going to learn about the seasons and the different weather related to them. We are going to dance together to have fun!!! What do you know about those?"

**Warm up (5 minutes):** Remain in the circle but standing up. Guide students through a warm up that include basic isolations, dynamic stretching, rhythmic exercises, and most importantly verbalize those movements in connection with the Poster and charts they just created. Remind students about their own space in relation with others for safety and freedom of movement. Introduce movements (LOD and LMA) that they will relate to the seasons and any ideas, feelings, and concepts that emerged in the presentation of the theme.

### Individual Activity/ The Drawing of My Favorite Season (10 min):

Allow some time for students to reflect and share their observations. (Important emerging curriculum possibilities). Distribute a piece of paper to each student and have them draw images they imagine after all discussion and warm up movements. Encourage them to create a piece of art that is special and unique for them. Encourage them to use the art supplies. Assigned them to work in groups in order for them to collaborate, share supplies, and offer feedback to each other.

### Guided Instruction-Individual Activity/Dance Making (15 min):

Students will remain in the assigned groups. Allow students to create collaborate and find movement in their drawings. Propose ideas based on their chart, poster, and drawings. Propose ideas of movement related to LOD such as running free in a sunny day, playing at the beach in a summer day, building snowmen at Christmas, etc.

**Sharing (10 minutes):**

The students sit in a circle. Children can choose to dance their own drawing for the group in the center. If a child chooses to dance, the teacher will hold the drawing up for the class to see while the child is dancing. Children are not required, but encouraged, to share, even if it is just a little.

The teacher collects drawings from children and tapes them to the wall or mirror, children help put the drawings up in the “Gallery.”

**Cool Down, Relaxation and Reflection (10 minutes)**

Have the students take a “Gallery Walk” around the room. Posted now on the wall or mirror are the drawings that each child has made. Ask children, *what seasons are represented in each drawing, Why?*

Remind the students you will collect their art work as they will be creating a portfolio related to nature.

**Accommodations and Modifications:**

Older/More experienced students: Adding movement qualities and advanced and or new ideas for any of the activities.

Younger/Less experienced students: Extra time to create their art work, more guidance in putting steps/movements together, assign peer leaders to offer support

Students with physical movement impairments: Focus on free-style and their particular movement abilities. Offer modified movement and steps. Encourage their participation in a group and support them with ideas on how to incorporate these qualities into the group work.

Students with Social Anxiety Disorder SAD: Make sure the students are feeling comfortable through constant monitoring. Allow for individual work if the student is not able to participate in groups.

**Connections with NYC Blueprint:****Understand Dance History and the Social and Cultural Significance of Dance:**

- Students understand that dance is a special way of expressing and communicating, demonstrating the ability to:
  - Describe how dance communicates and expresses feelings, a story or an idea.

- apply dance concepts to the world outside the classroom

### **Apply Dance Vocabulary, Terminology and Symbols:**

- Students develop a basic dance vocabulary, demonstrating the ability to:
  - Use words and symbols to describe and name dance activities and ideas.
  - Respond to action words and symbols with appropriate movement.
  - Express basic elements of dance by naming and demonstrating different body parts, shapes, actions, dynamics, directions, levels, paths and relationships.

### **Analyze, Critique and Communicate About Dance:**

- **Students respond in words, movement or pictures, demonstrating the ability to:**
  - Recall movements and general impression.
  - Notice and describe elements of spatial design such as a circle formation or a line of dancers.
  - Identify the theme or subject of a dance.

### **Connections to other subject areas and possibilities for interrelated/multimodal modifications/extension of this lesson/unit:**

**Through activities including other disciplines in dance study, students will illuminate understanding of dance, demonstrating the ability to:** respond to other arts and disciplines in dance movement.

- Respond to dance in another art medium.
- Understand how other art media combine with dance.

**Colorful Extension Activity (15-20 minutes)** Create a simple bulletin board in the shape of a tree trunk and branches using bulletin board paper. Have students add season-appropriate vocabulary words and decorations to the tree as the seasons change. Here are some ideas: Winter—snowflakes, Spring—birds, raindrops, or flowers, Summer—green leaves, Fall—colored leaves or apples. Encourage students to use the words in their own writing throughout the class/course/year.

Strong connection to Visual Arts, Science, and music since we will artistically explore the development of the 4 seasons. Students will analyze diverse human behavior as well as related animals and actions words related to the seasons.