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Integrated learning solutions

UNIT: CLASSY CLASSIFYING OF ARTSY ANIMALS
VERTEBRATE DANCES
Grade Band: 3, 5
Content Focus: Dance & Science



LEARNING DESCRIPTION

In this lesson, students will work collaboratively to choreograph and perform dances that will communicate characteristics of different vertebrate groups. Audience members will use their knowledge of vertebrate groups to determine which dances represented which vertebrate group and how their movements represented that group's characteristics.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What are the characteristics of the different vertebrate groups?	I can use movement to represent the characteristics of a vertebrate group.

How can movement be used to communicate defining characteristics of the different vertebrate groups?	I can identify different animals using the five vertebrate group names (mammal, fish, bird, reptile, amphibian). I can work collaboratively with a group to create a dance that communicates the characteristics of a vertebrate group using body shapes, locomotor and nonlocomotor movements, and levels.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 5: S5L1 Obtain, evaluate, and communicate information to group organisms using scientific classification procedures. S5L1.a Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reprise, bird, and mammal) using data from multiple sources.	**Grade 5:** ESD5.CR. 1 Demonstrate an understanding of the choreographic process. ESD5.CR.2 Demonstrate an understanding of dance as a form of communication.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 3: 3-LS2-1. Construct an argument that some animals form groups that help members survive. 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have inherited traits that vary within a group of similar organisms.	**Anchor Standard 1:** I can use movement exploration to discover and create artistic ideas and works. **Anchor Standard 2:** I can choreograph a dance.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Vertebrate - An animal that has a backbone or spinal column, which is part of an internal skeleton that supports its body • Invertebrate - An animal that does not have a backbone or spinal column • Mammal - A warm-blooded vertebrate animal characterized by the presence of hair or fur, the ability to produce milk for its young through mammary glands, and (in most cases) giving live birth • Amphibian - A cold-blooded vertebrate animal that typically has a life cycle with both aquatic and terrestrial stages • Fish - A cold-blooded, aquatic vertebrate that lives in water and breathes through gills • Bird - A warm-blooded vertebrate animal characterized by feathers, beaks (instead of teeth), and the ability to lay eggs with hard shells • Reptile - A cold-blooded vertebrate animal that typically has scaly skin and lays eggs with leathery or hard shells • Insect - A small invertebrate animal that belongs to the class Insecta; Insects have three main body parts: the head, thorax, and abdomen • Classify - To organize or group objects, organisms, or phenomena based on shared characteristics or properties • Characteristics - The distinguishing features, traits, or properties of an	• Locomotor - A movement that travels through space • Non-locomotor - A movement that does not travel through space • Levels - One of the aspects of movement (there are three basic levels in dance: high, middle, and low) • Body shape - Refers to an interesting and interrelated arrangement of body parts of one dancer; the visual makeup or molding of the body parts of a singular dancer; the overall visible appearance of a group of dancers (they may be curved/angular, symmetrical/asymmetrical, positive/negative) • Choreography - The art of designing and arranging sequences of movements, steps, and gestures to create a dance piece

object, organism, or phenomenon that help to identify or describe it • Organism - Any living thing, whether it's a plant, animal, fungus, bacterium, or microorganism, that exhibits the characteristics of life • Backbone - A flexible, column-like structure made up of individual bones called vertebrae • Warm-blooded - Refers to animals that can regulate and maintain a constant internal body temperature, regardless of the temperature of their surroundings • Cold-blooded - Refers to animals whose internal body temperature is largely determined by the temperature of their environment • Reproduce - The biological process by which living organisms produce offspring	

MATERIALS

- Animal images from different vertebrate groups
- Animal dance choreography planning guide (one per group)

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

**Prior to teaching this lesson, students should already have knowledge of each animal group's characteristics/attributes.*

- Begin by explaining the difference between locomotor (moving from one place to another) and non-locomotor (moving in place) movements.
    - Provide students with a few examples:
        - Locomotor: Walking, hopping, skipping, sliding
        - Non-Locomotor: Bending, twisting, swaying, stretching

- Play some upbeat music with a steady beat.
    - Call out a locomotor movement, and encourage students to move around the space using that movement.
        - Sample locomotor movements: Walk, skip, gallop, jump, slide, tiptoe, march
    - Every 10-20 seconds, pause the music and call out a non-locomotor movement (e.g., “bend” or “stretch”).
        - Sample non-locomotor movements: Bend, twist, sway, reach, shake, stretch, wave
    - Repeat, alternating between various locomotor and non-locomotor movements.
    - Next, add body shapes. Tell students that body shapes in dance are frozen shapes that they can make with their bodies. When the teacher says, “Freeze”, students should freeze in a body shape. When the teacher says, “Unfreeze” students will go back to locomotor and nonlocomotor movements.
    - Finally, introduce levels: High, middle, and low.
        - High level movements - fully standing
        - Middle level movements - somewhat crouching
        - Low level movements - low to the ground
        - When the teacher says middle level non-locomotor movements, the students should do a middle level nonlocomotor movement; when the teacher says low level shape, the students should make a frozen body shape at a low level, etc.
- Gather the class together and briefly discuss what types of movements they enjoyed the most.
    - Ask questions such as the following to reinforce understanding:
        - “What was your favorite movement?”
        - “How can you tell when you’re doing a non-locomotor movement?”

Work Session

- Post pictures of various animals from different classification groups around the classroom.
- Have students stand with the image of the animal they would most like to be.
- With the other students who chose the same image, have students write down characteristics of that animal such as what its external texture is like, is it warm-blooded or cold-blooded, etc, what habitat does it live in, is it born in an egg, etc.?
- Let this discussion lead into a discussion about the different ways animals are classified: Invertebrates and vertebrates and vertebrate subgroups: mammal, fish, bird, amphibian, and reptile.
- Tell students that they will be using dance to express the different types of vertebrates.
- Divide students into small groups. Assign each group one type of vertebrate group.
- In their groups, students will brainstorm body shapes and movements that will represent characteristics of their vertebrate group.
    - Students may need to do additional research on their vertebrate group to prepare for this step.
- Once students have ideas for how to use movements and body shapes to represent their group, they will choose three to five movements and body shapes to include in their dance. Each movement should represent a different characteristic of their group.

- For example, students who are representing amphibians might include movements to represent the aquatic and terrestrial stages, the egg, and being cold-blooded.
- Provide the following requirements for student dances:
  - Must include locomotor and non-locomotor movements
  - Must include different levels
  - Must include frozen body shapes
  - Must represent at least three characteristics of that vertebrate group
  - Must include at least five movements and body shapes total

- Students should plan and rehearse their dances.

Closing/Reflection

- Students will perform their dances for the class. Remind students of appropriate audience participation and etiquette prior to performances.
- After each performance, ask the audience if they can determine which group was represented and to identify which movements represented which characteristics of that group.
- Finish the lesson with a reflection for students. Ask students:
  - How did your movements communicate your animal group's characteristics (use content specific and dance vocabulary in response–levels, body shape, locomotor/nonlocomotor)?
  - Is there anything you would do differently if you could choreograph your dance again?

ASSESSMENTS

Formative

- Student identification of characteristics of different vertebrate groups
- Student planning for dance/choreography planning guide
- Student activator to demonstrate understanding of locomotor/non-locomotor movements, levels, and body shapes

Summative

- Student dances:
  - Include locomotor/non-locomotor movements, levels, and body shapes
  - Accurately represent at least three defining characteristics of their vertebrate group
  - Have at least five movements and body shapes total
- Students can explain how their movements communicate their animal group's characteristics using dance and content vocabulary.

DIFFERENTIATION

Accelerated: Instead of representing one vertebrate group, students can create choreography to contrast two different vertebrate groups in one dance.

Remedial:

- Provide plenty of visuals to support comprehension of vocabulary.
- Provide a graphic organizer for students to record characteristics of each vertebrate group. Students can add drawings to help support understanding of each characteristic.

ADDITIONAL RESOURCES

CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning
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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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