



artsNOW

Integrated learning solutions

THE ART OF STORYTELLING Grade Band: K-1 Content Focus: Theatre & Dance



LEARNING DESCRIPTION

Introduce students to the ancient art of storytelling through the use of a Mayan folktale. Invite students to use art to recall narrative elements as they design story panels. Encourage them to reconstruct the story sequence through interpretive dance movements.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can art and movement be used to help answer questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolutions) in a text?	<p>I can identify the beginning, middle, and end of a story.</p> <p>I can show the beginning, middle, and end of a story through illustration and choreography.</p>

GEORGIA STANDARDS



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Curriculum Standards	Arts Standards
<p>Kindergarten: ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Grade 1: ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Kindergarten: ESDK.CR.1 Demonstrate an understanding of the choreographic process.</p> <p>ESDK.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <p>ESDK.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance</p> <p>ESDK.RE.1 Demonstrate critical and creative thinking in dance.</p> <p>Grade 1: ESD1.CR.1 Demonstrate an understanding of the choreographic process.</p> <p>ESD1.CR.2 Demonstrate an understanding of dance as a form of communication.</p> <p>ESD1.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance</p> <p>ESD1.RE.1 Demonstrate critical and creative thinking in dance.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward. ELA.K.AOR.6.1 Retell a text orally to enhance comprehension: a. include main character(s), setting, and important events for a story.</p> <p>Grade 1: ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward. ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text. ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension: a. include</p>	<p>Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works.</p> <p>Anchor Standard 2: I can choreograph a dance.</p> <p>Anchor Standard 3: I can perform movements using the dance elements.</p> <p>Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.</p>



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main story elements at the beginning, middle, and end for a literary text.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none">● <u>Fable</u> - A short story that often uses animals and characters to teach a lesson● <u>Character</u> - A person, an animal or other figure assuming human qualities, in a story● <u>Setting</u> - The time and place in which a story takes place● <u>Plot</u> - The events that happen in a story● <u>Cause</u> - The reason something happened● <u>Effect</u> - What happens because of the cause	<ul style="list-style-type: none">● <u>Body</u> - The instrument of dance● <u>Space</u> - The area covered by dance movements● <u>Time</u> - Fast or slow (tempo); even or uneven (beat); and long or short (duration) the movement is● <u>Energy</u> - How the body moves

MATERIALS

- *The Bird Who Cleans the World and Other Mayan Fables*, by Victor Montejo (or other folktale or fable)
- Sound source and music with a steady beat
- Brown craft paper
- Colored chalk

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Introduction and Theme:
 - Introduce the activity telling students that they will be using dance to tell a story.
 - Have students spread out in the room finding their own space where they can move without touching their neighbors.
 - Begin by introducing the theme or story. This could be something simple, like a day at the beach, a journey through a forest, or even a well-known fairy tale.
 - Briefly explain the sequence of events in the story.
- Gentle Stretching:
 - Start with light stretching to prepare the body.



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- Incorporate dynamic stretches that mimic movements related to the story. For example, if the story involves the wind, include arm stretches that mimic the wind.
- Introduce Basic Movements:
 - Introduce basic movements that will be part of the story. These could include jumping, swaying, spinning, or specific gestures.
- Character Exploration:
 - Have participants embody different characters or elements of the story. For example, they might move like waves, trees, or animals.
 - Encourage expressive movements that convey the character's emotions or actions.
- Sequencing:
 - Start to piece together the story by arranging the basic movements and character explorations into a sequence.
 - Work through the story chronologically, asking participants to interpret each part.
 - Perform a complete run-through of the story, from beginning to end, as a group.
 - Emphasize the flow and connection between each part of the story.

Work Session

- Invite students to recall stories they have been told by a family member.
- List titles and discuss similarities and differences among the stories.
- Share how many cultures have a history of passing down stories from generation to generation.
- Share history of the Mayan people (or other applicable history) with the class:
 - The Maya originated in Yucatan, Mexico, in the area where the resort beach city of Cancun is today. Show students where this is on a map in relation to where they are.
 - The ancient Maya established their cities in the rainforest, played games that went on for days, and are famous for their knowledge of the stars. The idea of time fascinated them.
 - They developed astronomy, calendar systems, and writing.
 - They chewed gum, filed their teeth and raised bees without stingers.
 - Like the Egyptians, they built pyramids, often elaborately adorned with murals and elaborate architectural details.
 - They built elaborate pyramids and observatories without the use of metal tools.
 - Scholars agree that the Maya were the most advanced of all ancient Mesoamerican cultures.
 - They were highly skilled as potters and weavers.
 - The ancient Maya appreciated beauty, storytelling and drama. Archaeologists can tell this by examining their sculptures, ceramics, mosaics, painting, weaving, clothing and costume design.
- Tell students that they will be reading a Mayan fable called “The First Monkeys”. Tell students that a fable is a short story that often uses animals and characters to teach a lesson.
- Read the story “The First Monkeys” from *The Bird Who Cleans the World and Other Mayan Fables*, by Victor Montejo (or other folktales).
 - Review the elements of a story such as setting and characters. Invite students to recall story details—what was the setting? Who were the characters?
 - Discuss the beginning, middle, and end of the story.
- Divide students into groups of three or four.
 - Provide craft paper folded into thirds and chalk.



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- Invite students to work together to create scenes illustrating the beginning, middle, and end of the story.
- When pictures are complete, tell students that they will use dance and movement to tell the beginning, middle, and end of the story.
 - Remind students of how they interpreted a story through movement in the activator.
 - Students' choreography should have three parts—a beginning, middle, and end.
 - Scaffold the lesson by brainstorming ways to use dance to show the beginning of the story before having students work in groups to develop choreography.
 - Circulate the room to work with students and check for understanding as they choreograph their dances.

Closing/Reflection

- Students will perform their dances for their classmates. Discuss appropriate audience participation and etiquette prior to performances.
- After each performance, the audience will determine how each group showed the beginning, middle, and end of the story through their choreography.

ASSESSMENTS

Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, discussion of stories and story elements, discussion of "The First Monkeys", and collaboration with their groups to illustrate and create a dance that tells the story.

Summative

CHECKLIST

- Students can identify the beginning, middle, and end of a story.
- Students can show the beginning, middle, and end of a story through illustration and choreography.

DIFFERENTIATION

Acceleration: Students will design their own fable with beginning, middle and end that contains a clear moral.

Remediation: Use a graphic organizer to help students identify the beginning, middle, and end of the fable. Divide the class into three small groups. Each group will be responsible for one panel and accompanying movement.

ESOL Modifications and Adaptations: Introduce and explain narrative elements and cause and effect. Using a story previously read in class, students will identify the narrative elements in the story, cause and effect, and review the beginning-middle-end of the story.



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ADDITIONAL RESOURCES

NA

**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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