

Notes/Reflections:

Form/Structure/Organization • Sentence Structure •
Dance • Punctuation



Technology Extension: N/A
Technology Resources: N/A

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Dancing Sentences

Delve into the world of grammar by exploring sentence structure, parts of speech, and punctuation through movement and choreography.

Essential Question:

How can I use choreography to show my understanding of sentence structure and punctuation?

Process: (be very specific)

- In groups have participants
 - Combine movements to create a movement phrase
 - Show/share
 - Assign each group an ending punctuation for their movement phrase how can they change their choreography to show the assigned punctuation?
- Explore energy qualities and levels
 - Discuss how different levels and energy qualities can be used to show punctuation
- Explore locomotor and non-locomotor and how they can relate to verbs and nouns
- Explore what adjectives and adverbs would look like/effect choreographic choices
- Return to groups
 - Each group will be given a sentence containing nouns, verbs, adverbs and adjectives as well as a variety of punctuation
 - Group will dissect sentence and decide how it will determine choreographic choices
 - Create/show/share choreography
 - Write a story to match

Assessment:

- Can students match energy quality to punctuation?
- Does students choreography form/order match sentence order/form?

Materials:

None

Vocabulary:

Levels- one of the aspects of movement (there are three basic levels in dance: high, middle, and low)

Energy qualities-

Swinging- established by a fall of gravity, a gain in momentum, a loss of momentum, and the repeated cycle of fall and recovery, like that of a pendulum

Sustained-smooth and unaccented; there is not apparent start or stop, only a continuity of energy

Percussive- refers to the quality of movement characterized by sharp starts and stops; staccato jabs of energy

Vibratory- quality of movement characterized by rapidly repeated bursts of percussive movements like “a jitter”

Suspended-occurs in a moment of resistance to gravity, such as the instant in which a dancer hangs in space at the top of a leap

Noun- a person, place or thing

Verb- a word that shows action

Adjective- words to describe nouns

Adverb- words to describe verbs

Punctuation- used separate sentences and their elements, clarify meaning, and end sentences.

Classroom Tips:

Open space as much as possible. Reminder a noisy classroom isn't an off-task classroom. Guide students through choreographic decisions-don't impose ideas. Ask questions as to why they are making their choreographic choices. It isn't about a final product it is about the experience in the process.

Georgia Standards of Excellence: (Core Curriculum & The Arts)

ENGLISH LANGUAGE ARTS

GRADE K

ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE 1

ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **ELAGSE1L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE 2

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Georgia Standards of Excellence: (Core Curriculum & The Arts)

DANCE

GRADE K

ESDK.CR.1: Demonstrate an understanding of the choreographic process. **ESDK.CR.2:** Demonstrate an understanding of dance as a form of communication. **ESDK.RE.1:** Demonstrate critical and creative thinking in dance. **ESDK.CN.3:** Identify connections between dance and other areas of knowledge.

GRADE 1

ESD1.CR.1: Demonstrate an understanding of the choreographic process. **ESD1.CR.2:** Demonstrate an understanding of dance as a form of communication. **ESD1.RE.1:** Demonstrate critical and creative thinking in dance. **ESD1.CN.3:** Identify connections between dance and other areas of knowledge.

GRADE 2

ESD2.CR.1: Demonstrate an understanding of the choreographic process. **ESD2.CR.2:** Demonstrate an understanding of dance as a form of communication. **ESD2.RE.1:** Demonstrate critical and creative thinking in dance. **ESD2.CN.3:** Identify connections between dance and other areas of knowledge.

National Arts Standards:

DANCE

GRADE K

DA:Cr1.1.Ka. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).

DA:Pr4.1.Ka. Make still and moving body shapes that show lines (for example, straight, bent, and curved), change levels, and vary in size (large/small). **DA:Re8.1.Ka.** Observe movement and describe it using simple dance terminology.

GRADE 1

DA:Cr1.1.1a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source. **DA:Pr4.1.1a.**

Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. **DA:Re8.1.1a.** Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.

GRADE 2

DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. **DA:Pr4.1.1a.** Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings

DA:Re8.1.1a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.