

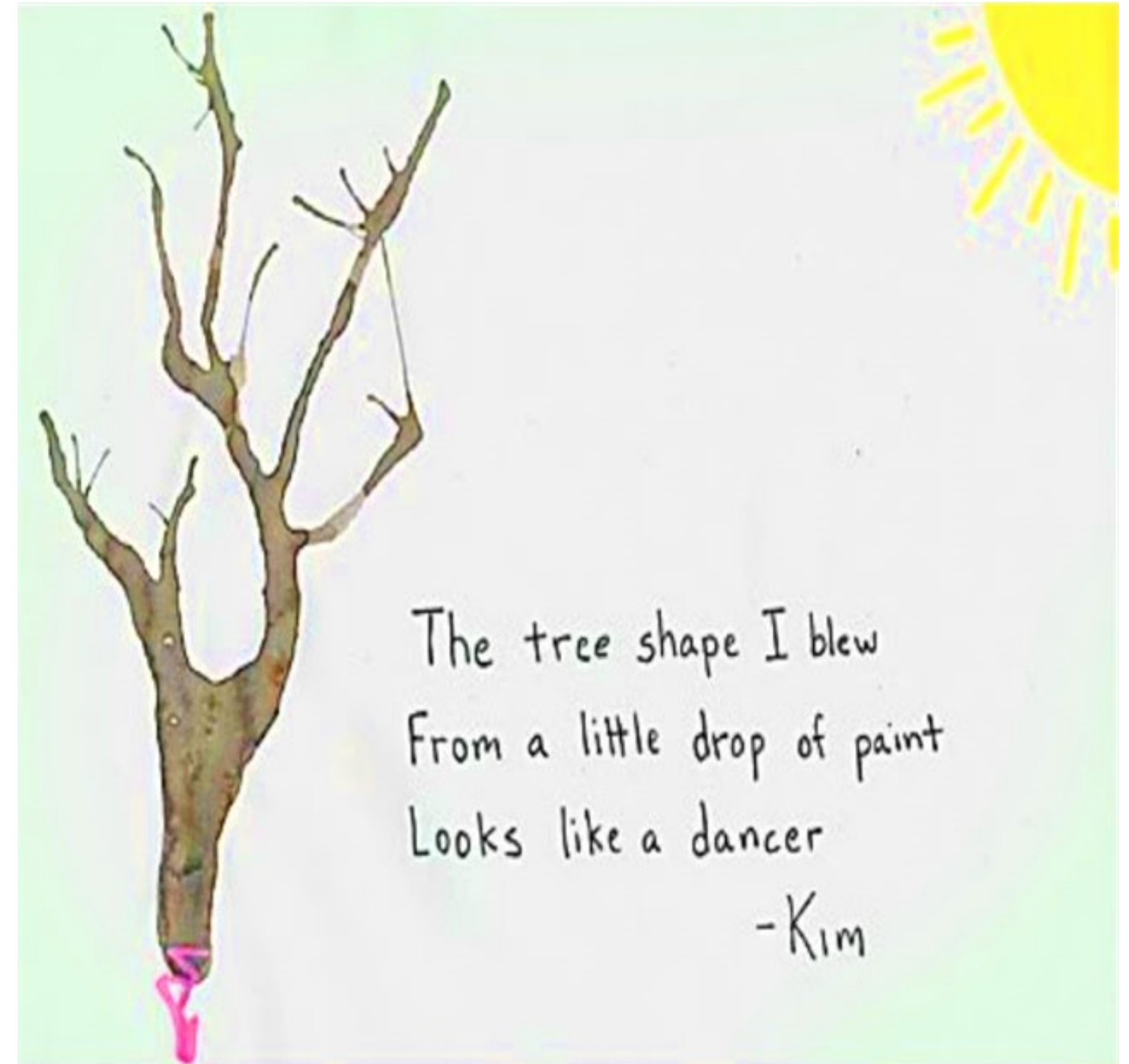
Reflections/Notes:

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

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Choreography/Movement • Dance/Flowing •  
Poetry/Haiku • Poem



Explore the structure of Haiku poetry through choreography and dance!

## Haiku Choreography

Explore and understand the structure of Haiku poetry while creating choreography using the same framework

### Essential Question:

**How can the arts be a catalyst for writing?**

### Process

Group movement warm-up

- In groups have participants
  - Create a 5 beat movement phrase
  - Create a 7 beat movement phrase
  - Create a new 5 beat movement phrase
  - Put them all together
  - Discuss Haiku poetry and read examples
- Create a group Haiku dance to a given poem
- Return to groups
  - Write a group Haiku and create choreography to match
- Show/share/discuss as a large group

### Assessment

- Could students create choreography with the correct structure (5/7/5 beats)?
- Could students write a Haiku?
- Did students create a final piece with matching haiku poetry and choreography?

### Materials

- copies of Haiku poems

### Vocabulary

**Form** - the structure in which choreography is put together

**Beat** - a main accent or rhythmic unit in music, poetry or movement

**Accent** - an emphasis placed on one or more elements of music and/or dance.

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

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

**Haiku** - a Japanese poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world.

### Classroom Tips

Open spaces when possible

Classroom is usually noisy, but on task noise

Pair groups wisely

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

#### ENGLISH LANGUAGE ARTS

##### GRADE 3

**ELAGSE3RL5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

##### GRADE 4

**ELAGSE4RL5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**ELAGSE4RL7** Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.

**ELAGSE4RI5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

##### GRADE 5

**ELAGSE5RL5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**ELAGSE5RL7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

#### DANCE

##### GRADE 3

**ESD3.CR.1** Demonstrate an understanding of the choreographic process. **ESD3.CR.2** Demonstrate an understanding of dance as a form of communication. **ESD3.PR.4** Understand and apply music concepts to dance. **ESD3.RE.1** Demonstrate critical and creative thinking in dance. **ESD3.CN.3** Identify connections between dance and other areas of knowledge.

##### GRADE 4

**ESD4.CR.1** Demonstrate an understanding of the choreographic process. **ESD4.CR.2** Demonstrate an understanding of dance as a form of communication. **ESD4.PR.4** Understand and apply music concepts to dance. **ESD4.RE.1** Demonstrate critical and creative thinking in dance. **ESD4.CN.3** Identify connections between dance and other areas of knowledge.

##### 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. **ESD5.PR.4** Understand and apply music concepts to dance. **ESD5.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 3

**DA:Cr1.1.3a.** Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. **DA:Re8.1.3a.** Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.

##### GRADE 4

**DA:Cr1.1.4a.** Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences). **DA:Re8.1.4a.** Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

##### GRADE 5

**DA:Cr1.1.5a.** 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). **DA:Re8.1.5a.** Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.