



Community-Word Project – Teaching Path

School/Grade: Third Grade

Teaching Artists: Anna Zastrow & Basha Alperin

Month: January – March 2016

Inquiry Question(s)

How can we develop our abilities to create and express ourselves through movement and poetry and to explore connections between the two art forms?

How can we use our bodies to express thoughts, feelings and ideas?

How can we appreciate and develop our own personal voice and our common voice in combining the two art forms of creative movement and poetry?

Residency Goals

- Students will learn creative and dynamic ways to move their bodies to express thoughts, feelings and ideas
- Students will develop awareness of their body language and the power of its communication
- Students will find a joy in poetry and be confident in their ability to write poems
- Students will develop public speaking skills by practicing how to project their voices in a powerful, clear, articulate manner
- Students will enhance their ability to collaborate with others and work in a group
- Students will begin to feel comfortable improvising and performing in class and on stage
- Students will appreciate how movement and poetry can be interwoven to create a theatrical performance piece that is interesting and engaging - and most of all, fun!

Vocabulary:

Dynamic, Contrast, Rhythm, Levels (High/Low, etc.), Transformation, Simile, Rhyme, Personification, Imagination, Flow, Interpretation, Poetry (also various types of poetry, such as Haiku, Limerick, Narrative, Found poems, Couplets, etc.)

Culminating Products and Events

- Students will create a series of performance pieces that will form a concert to be presented for an audience of other school students or parents.
- Students will create an anthology of their individual and collective poems.
- A video will be made of the performance and used in the last week for reflection.

Creative Skills

- Writing and recognizing different types of poetry

- Creatively expressing movement styles with ease
- Increased vocabulary
- Collaboration to produce art
- Understanding how artistic skills (movement and poetry) can be combined to form theater pieces
- Ability to combine movement and poetry
- Ability to discuss and appreciate each one's personal voice as well as their group voice in creating their art
- Ability to compare and contrast to create interesting, dynamic imagery

Creative Terms/ Devices and Artist/ Author

Poets: Langston Hughes, Basho, Soseki, Prelutsky, Shel Silverstein, Kenn Nesbitt

Movement Artists: Pilobulus Dance Company, Uzuri Dance Theatre, Jacques Lecoq

Curriculum Integration

The Common Core curriculum in these lessons will include vocabulary, diction and grammar skills, especially related to poetry (reading, interpreting and writing poetry.) The lessons on animals will cover third grade topic of animals and adaptations. The movement aspects of the lesson are part of the core standards for dance, and include understanding dance, choreography and movement interpretation.

Critical Thinking Skills

With the use of creative movement and poetry students will be able to:

- demonstrate abstract concepts and ideas
- illustrate contrasting ideas such as, high/low, big/small, slow/fast, etc.
- demonstrate an understanding and appreciation of their personal voices
- demonstrate growth in their abilities to express themselves through language and movement
- demonstrate relationships between diverse things, i.e. between themselves and the world around them; between movement and poetry, between animals and people
- dramatize new concepts and create original interpretations of poems
- set goals, envision final outcomes and chart courses of individual and collaborative artistic expression
- an expanded knowledge of their own personal voices as a whole and their ability to express themselves through words and movement

- to distinguish relationships between unrelated things, i.e. between themselves and the world around them; between movement and poetry, between animals and people
- to demonstrate and dramatize new concepts and create their own interpretations
- to see objects/subjects/life from outside their own viewpoint, to understand the nature of things and to translate that into artistic form
- to set goals and envision a final outcome, and chart courses of individual and collaborative artistic expression

Outcomes and Indicators: Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Creative Thinkers/Imaginative

Students are Leaders: Students will demonstrate leadership by leading the opening and closing rituals and routine. Students will take on leadership roles in presenting their own work.

Emotionally Intelligent: Students will learn to work collaboratively, embracing the creative offering of each member of the class.

Literate: Students develop vocabulary while learning to apply creative writing techniques and skills.

Critical Thinkers: Students will analyze poetry, examine its meaning and structure, and demonstrate their understanding through their own creative work.

Citizenship: Students will recognize what it means to be a responsible member of a community in contributing to collaborative work and being a good audience to each other to support, share and take creative risks together.

Rituals and Routines

- Opening Ritual: Focusing movement with chant; Energizing collective movement

- Breathe in reach up, breathe out and circle arms to yoga prayer pose. (3 times)
- Reach up touch the sky,
Reach down touch the ground,
Open your arms very wide,
Now move from side to side
- Open your eyes, open your ears, open your heart; Let's start!

- Closing Ritual: Empowering, positive chant with movement; Rain Circle – calming group movement to close session

I have a voice
My voice is strong
My voice can change the world.
I have a body
My body can move to create a feeling
My creations can move the world.

I have a mind
My mind can think powerful thoughts and actions
My thoughts and actions can make the world a better place

Alternate weeks with Rain Circle: Focus and calm students in coming together exercise, creating rain sounds together with leader in center of circle and students mirroring the leader as they move in a circle with motions such as: rub hands, snap fingers, clap knees, stomp; after one time leader will reverse direction.

- Different tools, rhythmic chants, etc., to gain and maintain students' attention

Timeline

Session #, Date, Theme, Artist/Authors Presented

1. (1/07/2016) INTRODUCTION
Introducing TAs and program overview
Engaging & fun introductory movement games
2. (1/14/2016) INTRODUCTORY MOVEMENT
Foundational playful movement exercises
Begin to introduce dynamics of movement (levels, etc.)
Introduce different types of poetry to be used in residence
3. (1/21/2016) DYNAMICS OF MOVEMENT:
Explore levels of movement (high/low etc)
Students express dynamic qualities of movement in writing, using prompts
(Note: this is the detailed lesson that we presented and emailed.)
4. (1/28/2016) DYNAMICS OF MOVEMENT:
Review prior lesson and explore POEM: 'What Happens to A Dream Deferred,'
by Langston Hughes. Break down vocabulary, similes; teach movement to
interpret and express poem; begin to create movement in groups. Watch dance
video.
5. (2/04/2016) ELEMENTS:
Review prior lesson and poem: group movement to express imagery
Explore elements through movement: fire, air, water, earth
Introduce Haiku POEMS: Basho, Soseki, etc.
Explore movement to poems using elements
6. (2/11/2016) ELEMENTS:
Review elements & haiku
Students explore writing own haiku about elements (can be nature and weather,
i.e. stormy wind, raging sea, a tree, seasons)

(2/18/2018) NO SCHOOL, Semester Break

7. (2/25/2016) ANIMALS:
Explore animals – behaviors, qualities, attitudes, movements
Students begin to create individual poems with prompts (Create a poem in first person from the point of view of an animal, etc.). Introduce animal poems by Prelutsky and use a few of them for their movement warm-ups.
8. (3/03/2016) ANIMALS:
Review animals, develop individual poems (using personification, simile and metaphors); continue with animal POEMS by Prelutsky and Kenn Nesbitt.
9. (3/10/2016) ENSEMBLE:
Students begin to create collective poem and group movement (using movement dynamics, elements, animals)
10. (3/17/2016) Continue to develop poems and movements, individual and collective
11. (3/24/2016) Selection of pieces for presentation with student input, and discussion of how selections will be made. Planning of who will be invited to watch (parents, friends, other grades, etc.)
12. (3/31/2016) Revisions and individual/group practice, arranging an order with an artistic flow and discussion how that will be done. Discussion of props and/or costumes that may be used in the final presentation.
13. (4/07/2016) DRESS REHEARSAL: with last minute proofreads, corrections and notes, along with a review of theatrical components and expectations. Planning a simple written program containing the piece names, artists, authors and relevant notes.
14. 4/14/2016) PRESENTATION: Final presentation and brief reflection. How does having an audience change the quality of the work and the experience of presenting the work?
15. 4/21/2016 REFLECTION: Reflect on experience of creating movement & poetry and performing for others. Watch video and look at composition/choreography; discuss the work in a positive way. Writing/discussion what they learned and enjoyed from the series.