

# Creative Dance Lesson Plan on Essay Composition

**Grade:** 4-6th

**Length:** 45 minutes

**Written by:** Erika Cravath

**Student Learning Outcome:** The students will demonstrate understanding of the steps used to compose an essay by using the same steps to create a dance composition,

**Equipment Needed:** Hand Drum; CD player; creative dance music; Essay writing steps poster; Outline of class composition.

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## **Common Core: English Language Arts**

**Domain:** Writing Standards

**Standard 2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting, illustrations, and multimedia when useful in aiding comprehension.

**Standard 5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## **Utah Fine Arts Core -- Dance**

Standard 3: The student will improvise, create, perform, and respond to movement solutions in the art form of dance.

Objective 2: Create and perform movement solutions derived from movement explorations.

- c. Explain how to progress from exploration, to making choices, to creating choreography.

## **Behavioral Expectations: (3 minutes)**

We have two rules for class today:

1. Always keep space around yourself. Never touch anyone else, the walls, or the steps unless I ask you to.
2. When the music or the drumming stops, you must freeze!

Let's practice. When the music starts, gallop around the room, but when it stops you must freeze! Don't move even one eyelash!

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## **Experience/Identify: (15 minutes)**

Display the steps of writing poster and reference it throughout the lesson.

### Pre-writing (Generate ideas and identify audience)

Today we are going to write a five paragraph essay using dance instead of pencil and paper. What are some of the similarities between creating a dance and writing an essay?

Usually when you begin to write an essay or choreograph a dance, your first step is to come up

with an idea or subject. To save time, today I have decided the subject of our dance essay will be energy qualities in movement.

Next we need to identify our audience. If you were writing a letter to your grandma, would you write it differently than an email to your best friend? Would a paper for your science class be different from a short story for your writing class? How are they different? Why? They are different because we are writing them for different audiences. A children's story book is very different from an adult novel because they are written for different people to read, or different audiences.

### Energy Qualities Sequence

To learn about energy qualities, we will learn a sequence that has three energy qualities in it: percussive, sustained, and swing. Percussive movement is sharp and often quick, sustained movement moves at the same speed without a lot of contrast and is usually pretty slow, and swinging movement is just like the movement on a swing. It changes levels while going back and forth. Try to identify the energy qualities throughout this sequence. (Teach a sequence using all three energy qualities. You can choreograph your own or use the lesson sample on the dvd).

### **Explore/Investigate: (10 minutes)**

#### Draft Ideas

After deciding upon and learning about the subject of your essay, your next step is to identify your main ideas and organize them. I have also already done this for us today. Display the essay/dance outline. We need to create the three sections that make up the body of the paper.

#### Percussive (3 minutes)

Now that you have tried my percussive movement, try to create your own percussive movement. When I turn on the music, try moving in your own percussive ways. Create about a ten second phrase that shows your own percussive movement.

#### Sustained (3 minutes)

Find a partner and with your partner, create a ten second phrase the shows sustained movements. Try to stay moving at the same speed the entire time.

#### Swing (3 minutes)

With your same partner, create a swinging section. This section needs to have at least three different body parts that swing as well as a moment when you are upside-down. It should last about ten seconds.

### **Create/Perform: (15 minutes)**

#### Conclusion Creation (7 minutes)

Let's put all our sections together into a dance! You just created the three sections for the body of the essay. We still need an introduction and a conclusion. What does an introduction need to include? All of your main points, or all three energy qualities. Let's use the sequence I taught you for that. We still need a conclusion. What does the conclusion include? It also has all three main points in it. We will create a conclusion together as a class. Have class member

raise their hands and offer ideas for movement for each energy quality, and put together a short sequence.

### Revise

#### Partnership Suggestions (5 minutes)

On the count of three, stand toe to toe with your same partner from before. Now, as quickly as you can, find another partnership to work with. One partnership will perform and one will watch. The first partnership will show what they have created, including the introduction and conclusion we have learned. The second group will watch and then give suggestions when they finish. Give two compliments and two suggestions for how they could do it differently.

#### Partnership Discussion (3 minutes)

As partners, talk with each other and decide if you want to make any changes. Then have half of the class perform for the other half of the class. Switch roles.

#### **Connect/Analyze: (2 minutes)**

Review the process of essay writing with students and how we used this process to create dances.