

Creative Dance Lesson Plan on Winter Weather

Grade: 2nd-3rd

Length: 35 minutes

Written by: Erika Cravath

Student Learning Outcome: The students will demonstrate understanding of winter weather patterns and how they relate to dance energy qualities through a winter weather relay and a concluding blizzard.

Equipment Needed: Hand Drum; CD player; CD with hectic music for the "blizzard"; winter weather poster; snow, sleet, freezing rain, and rain visual aids; *Snowmen at Night* by Caralyn Buehner; and 5 sets of winter weather cards.

Utah Core -- Science

Standard 2: Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement and weather.

Objective 3: Observe, describe, and measure seasonal weather patterns and local variations.

- a. Compare and contrast the seasonal weather patterns during the school year.

Utah Fine Arts Core – Dance

Standard 2: The student will identify and demonstrate the movement elements in performing dance.

Objective 3: Expand dance vocabulary with movement experiences using the basic qualities of energy and motion.

- a. Explore moving heavily and lightly using level, direction, and timing changes.
- b. Improvise a sequence of energy changes; e.g., moving from sustained, which is floating and gliding, to percussive, which is sharp and quick.

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

Objective 1: Explore the process of making a dance.

Objective 2: Create and discuss movement solutions derived from movement exploration.

Standard 4: The student will understand and demonstrate dance in relation to its historical and cultural origins

Objective 3: Make connections between dance and other disciplines.

- c. Create a dance project that reveals understanding of a concept or idea from science.

Behavioral Expectations: (3 minutes)

We have two rules for class today:

1. Never touch anyone else, the walls, or the steps unless I ask you to.
2. Because we are learning about winter weather today, we have some special signals for stop and go. If I want you to stop, I will say FREEZE! and when I say SNOW! you may begin.

Let's try it. When I say SNOW! Start skipping around the room. Throughout the lesson, you may test their listening skills by saying stop and go instead of freeze and snow.

Warm up: (2 minutes)

What do you know about winter weather? It's COLD! Everyone shiver. Shiver your right arm. Can you shiver just your left foot? Shiver your whole body. Can you shiver very fast? low? heavy? light? etc.

Experience/Identify: (10 minutes)

Hold up winter weather poster. We are going to talk about four different kinds of winter weather: rain, freezing rain, sleet, and snow.

What is rain? Rain is water that comes down from clouds that get so full of water they can't hold any more. Rain only happens when the temperature is higher than freezing -- hotter than 32 degrees! Let's try moving rain. How can you slosh like rain? Can you slosh lightly?

Repeat with the other weather patterns: rain (light sloshing), freezing rain (slow freeze), sleet (sharp plops), snow (sustained balance)

Explore/Investigate: (10 minutes)

Read aloud the book *Snowmen at Night* by Caralyn Buehner.

- Stop at first page (before title page). What is the little boy doing? Rolling up a HUGE snowball to make a snowman. I bet that snow ball is very heavy. What can you roll? Head, eyes, shoulders, feet, entire body, etc. Show me some heavy rolling.
- Read until the snowman race page.
- I want to have a snowman race! Let's play a game. I will divide you into groups of five. Each group will get a set of winter weather cards. On the cards there are small pictures of sleet, snow, rain, and freezing rain. The first person will run to the cards, pick one up and do the movement for that weather pattern. When his teammates guess which weather pattern he is doing, he runs and sits down and the next student goes. Keep going until all the students have gone. (Then return to the story. On the snowball fight page proceed to the create/perform activity).
- Explain which pictures relate to which qualities.

Create/Perform: (6 minutes)

- During a blizzard, it looks outside to me like the clouds are having a snowball fight! When I turn on the music and say SNOW! Quietly stand up and create a blizzard. You may choose any of the movements we have done: light sloshing, slow freezing, sharp plopping, sustained balancing, and heavy rolling.
- Finish the story.

Connect/Analyze: (4 minutes)

- We just danced lots of winter weather patterns. Which one was your favorite? Is that your favorite in real life too?