

INTEGRATED LESSON PLAN

Unit Title: N/A	Author: Grace Cooper and Caitlynn Doyle	Date: 3/14/2021
Lesson Title: Art in Motion	Lesson Length: 30 minutes	Series #: 1 of 1
Age/Grade Level: 4th grade		
Integrated Content Area/Subject(s): Social/Emotional Learning		
Colorado Academic Dance Standard(s) AND Grade Level Expectation (GLE) – <i>list both as they appear in your booklet</i>		
1.2 Movement, Technique and Performance 2.2 Create, Compose and Choreograph	Perform dances while observing safe movement practices and further develop technical abilities. Create a dance using choreographic principles (form/structure and design).	
Lesson Overview (General Description)		
<p>This lesson, designed for 4th grade students, will integrate concepts in art and social/emotional learning with elements of dance. A warm-up and guided group improvisation will encourage students to observe energy, shape, and action dynamics used in art and translate these into whole body movement. Discussion will focus on Clara Hatton's 1946 drawing, <i>Grandma Hatton and Little Ora</i>, as we seek to understand how Hatton's narrative emerges through choices in energy, space, and action. The dynamics seen here can then inspire similar dynamics in movement as students practice dance skills in and throughout their space. After engaging with artwork created by someone else, students will then have the opportunity to generate their own drawing that contains a personal narrative and integrates the elements of energy, space, and action explored previously. Students will then use dance skills and their chosen energy dynamics to communicate their story through movement. At the completion of this lesson, students will have a more complete understanding of how elements of energy, space, and action, in both art and dance, can portray stories and emotions.</p>		
Objectives (at least two, not more than five)		
Students will practice identifying shapes and differing line qualities within a piece of artwork.		
Students will become more confident in manipulating energy, space, and action in movement.		
Students will explore how to layer qualities of energy, space, and action onto dance skills as they move both in and throughout their space.		
Students will create their own art and translate it into movement using qualities of energy, space, and action discussed.		
Guiding Questions:		
<p>How can I manipulate my use of energy, space, and action to move my body in new ways? How do different types of lines influence my understanding of the story and emotion seen in a piece of art? What choices can I make in my art and movement to best show my story and feelings? In what ways can I use these skills to connect with family and friends?</p>		

Movement Vocabulary/Concepts Addressed	Props/Visual Aids
Movement Elements: Energy (smooth and sharp) Space (straight and curved) Action (traced and sketched) Dance Skills: turn, clap, jump, sway, slide, march, push, melt, creep, flick, skip	<i>Grandma Hatton and Little Ora</i> by Clara Hatton (1946) Notebook or journal and pencil
Music (Composer, title, meter, style)	
Tracks provided by David McArthur	
Prior Knowledge/Experience (Pre-Assessment) - list experiences or knowledge that may influence this lesson.	
Prior dance experience is not necessary to be successful in this lesson.	

MOVEMENT GUIDE/PROCEDURES		
Class Section	Music/Props/Visuals (include how they will be used)	Formative Assessments/ Instructional Strategies
<p>Greet/Engage 5 min. *Introduction: Name, students at CSU, this video is for a 4th grade level in the subject areas of art, social emotional learning and movement. Many thanks to David McArthur for providing beautiful music for us to dance with and the CSU Gregory Allicar Museum of Art for providing visual art and inspiration. We hope you enjoy dancing with us today!</p> <p>Everybody join us standing and find space to move. Proceed with BrainDance relating with drawing techniques.</p>		<p>Transition slides will help students prepare for movement.</p> <p>Caitlynn and Grace will demonstrate as instruction is given so students may follow along.</p>
<p>Explore 5 min. Show drawing “Grandma Hatton and Little Ora” Discuss different lines that can be used in drawings. Base discussion on the following qualities: 1. Smooth vs. sharp (Energy) 2. Straight vs curved (Space) 3. Sketch vs. Trace (Action).</p> <p>Join us standing and find space to dance. Guide students through a prompted improv using movement qualities discussed. Music at each point shall reflect quality of movement. First students should practice the quality in gestural movement and then change to locomotor movement when prompted.</p>	<p>“Grandma Hatton and Little Ora”, Clara Hatton, 1946 - used as inspiration for discussion and movement</p>	<p>A visual slide will be provided to illustrate line qualities.</p> <p>One leader will provide verbal prompts as the other physically demonstrates.</p>

<p>Develop (Focus on <i>dance skills independent OR correlating to core curricular topic</i> 5 mins: Digging deeper into the Clara Hatton drawing, Discuss a possible narrative of the drawing. Who are the people and what might their relationship be? Where are they located and what are they doing? How might they be feeling?</p> <p>Join us standing and find space to dance. To explore further, we will “Jump into the drawing” - spin around 3 times, clap two times, jump up and land “in the drawing”</p> <p>How do the lines in the drawing help us understand the story? Point out different lines and qualities:</p> <ol style="list-style-type: none"> 1. Smooth lines - give a sense of peace and connection <ol style="list-style-type: none"> a. lets try: sway, slide 2. Straight and curved lines - these lines make the shapes we see, what shapes do you see (edges of stove, curved bodies) <ol style="list-style-type: none"> a. (straight) let’s try: march, push b. (curved) let’s try: melt, creep 3. sketched lines - light lines make us feel relaxed and happy <ol style="list-style-type: none"> a. let’s try: skip, flick <p>Jump out of painting by reversing the initial sequence, so we will jump, clap two times, and spin 3 times.</p>	<p>“Grandma Hatton and Little Ora”, Clara Hatton, 1946 - used as inspiration for discussion and movement</p>	<p>One leader will provide verbal prompts as the other physically demonstrates.</p>
<p>Create (Student created movement displaying understanding and application of topics and skills): 5 mins: Have students create their own drawing: Prompt: Think about a fun memory with your family. Who are you with? What are you doing? Where are you? How are you feeling?</p> <p>Create a drawing in your journal to illustrate this memory! What kinds of lines will you use to draw your story? Pick 3 qualities for your drawing: Smooth or Sharp Straight or Curved Sketched or Traced</p> <p>PAUSE VIDEO until students are ready to move on, take however much time needed to draw</p> <p>5 mins: Have students dance to their drawing: Jump into your own drawing - spin around 3 times, clap two times, jump up and land “in the drawing”</p>	<p>Pencil, paper or journal for creating own artwork to move with</p>	<p>Instructions will be explained verbally and then outlined in a visual slide.</p> <p>Teachers should pause the video once the instructions slide is visible to allow time for students to work. Resume the video once students have had time to draw and reflect on choices of lines.</p> <p>When moving with own drawings, leaders will demonstrate contrasting</p>

<p>Play different kinds of music and prompt through the three kinds of lines: “show me what kind of energy your lines have - are they sharp? are they smooth? What kind of space are you using? Are your lines straight or curved? How about action? Are they light, sketched lines? Are they heavy and traced?” Music playing in background with different qualities</p>		<p>qualities so that students may have a reference for any line qualities they picked.</p>
<p>Reflect (<i>Discuss/share and assess what was learned</i>). 5 min. “Thank you so much for dancing with us today! Our last task for you is to share your dance with your family sometime soon! You can tell them all about your memory, what you drew, and show them what it looks like in movement, and even see if they want to dance with you!”</p>		
<p>RESOURCES:</p> <p>Music courtesy of David McArthur, CSU Dance Accompanist</p> <p>Hatton, Clara. <i>Grandma Hatton and Little Ora</i>. 1946, Charcoal on wove paper, Gregory Allicar Museum of Art, Fort Collins CO.</p>		