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Cultural Dances and Stories from Around the World: A Discovery of World Cultures through Dance and Drama, Curriculum Designed for Grades K-5

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CULTURAL DANCES AND STORIES FROM AROUND THE WORLD:
A DISCOVERY OF WORLD CULTURES THROUGH DANCE AND DRAMA
CURRICULUM DESIGNED FOR GRADES K-5



An Interdisciplinary Fine Arts Curriculum Written and Designed
by Kelby Lynn McIntyre

CULTURAL DANCES AND STORIES FROM AROUND THE WORLD: A
DISCOVERY OF WORLD CULTURES THROUGH DANCE AND DRAMA
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ABSTRACT

In 2005, the University of Hawaii at Manoa ArtsBridge America program and Friends of Ali'iolani Elementary School allowed an MFA candidate in Youth Theatre Studies to implement a sixty hour creative dance and drama curriculum for kindergarten through fifth grades during the 2004-2005 school year. This fine arts curriculum was designed to address the lack of fine arts instruction within the school and provide students opportunities to partake in arts instruction. If it was not for Friends of Ali'iolani, the school would have had no choice but to continue without fine arts instruction due to lack of state funding. This curriculum represents a collaborative study of how dance and drama enhance curriculum subjects such as math, science, reading, history, language arts, physical education, geography, and writing. "Cultural Dances and Stories From Around The World" was designed to provide children creative opportunities to learn about different world cultures through dance and drama. Three teaching methods were used: learning through dance and drama, learning about dance and drama, and learning about oneself through dance and drama. Learning through drama activities provided children with situations in which they solved and evaluated problems in small groups. Learning about dance and drama allowed students opportunities to learn and apply basic dramatic elements pertaining to theatre and dance as performance art forms. Lastly, activities that focused on learning about oneself and others through drama opened doors for children to express themselves and their imaginations in a safe and nurturing environment. These concepts addressed the State of Hawaii's Educational Standards from the aforementioned eight areas of instruction. These concepts were explored in and out of the classroom through various problem-based and performance based learning activities. Problem-based learning activities included pre and post assessments administered to track how well students were retaining and transferring what they learned kinesthetically to paper; analysis of literature, poetry, and children's stories from around the world; script writing; and sharing in oral form. The third through fifth grade students participated in an original play performance that they themselves wrote, adapted, and premiered in for their peers, teachers, school faculty, parents, and community.

TABLE OF CONTENTS

| | |
|---|-------|
| Introduction..... | 4 |
| Rubric..... | 5 |
| Kindergarten & First Grade..... | 6-14 |
| Second Grade | 15-23 |
| Third Grade..... | 24-29 |
| Fourth Grade | 30-33 |
| Fifth Grade | 34-38 |
| Written Assessments and Graphed Statistics..... | 39-46 |
| Conclusion..... | 47 |

INTRODUCTION

This past school year, I was fortunate to work with Ali'iolani Elementary School in Honolulu, HI as their fine arts resource specialist. The school, like most schools here in Hawaii, was in danger of losing all its arts programs and classes. Friends of Ali'iolani, a school organization, raised money to bring in resource teachers that specialize in the arts so their students would have the opportunity to partake in arts education.

As the creative dance and drama teacher, I created a sixty hour creative drama and dance curriculum for kindergarten through fifth grades. Each grade level had a ten week unit plan, and the theme I chose to focus on throughout the curriculum was culture. I wanted a theme that would celebrate Hawaii's essence of diversity and openness. Creating this fine arts curriculum has helped me assess how dance and drama enhance a child's learning in curriculum subjects such as math, science, history, language arts, health, geography, reading and writing. The three main teaching methods I utilized throughout the school year placed the child at the center of my instruction. I used the following teaching techniques: learning through dance and drama, learning about dance and drama, and learning about oneself through dance and drama. Learning through drama activities created situations where students had to problem-solve and evaluate in small groups. Learning about dance and drama allowed students opportunities to learn and apply basic dramatic elements pertaining to theatre and dance as performance art forms. The last main teaching method I implemented in my curriculum focused on providing students opportunities to learn about themselves and others through drama. These types of activities allowed children to freely express themselves and their imaginations in a safe and nurturing environment.

I have collected thorough written and performance based assessment materials throughout the course of this year. The performance based assessment illustrates an original play that third through fifth grade students created in my class entitled: ***Cultural Dances and Stories From Around The World***. Some of the cultures that were highlighted in the production were cultures that third, fourth and fifth grade students were studying such as: Mexico, Scotland, Germany, and West Africa. The children performed this play for family, friends, and teachers at the PTA night on May 27, 2005. One-hundred and thirty students participated in this play under my direction.

In addition to this performance based assessment, I wrote pre and post assessment tests which were designed from the Hawaii State Dance, Theatre, Music, Math, Science, Language Arts, Physical Education and Social Studies Educational Standards. From these tests, I was able to create statistical graphs that show exactly what skills my students learned and gained from participating in the dance and drama class.

RUBRIC

Below is the rubric that I designed and used throughout the unit for each grade to evaluate myself as a teacher and my class as a whole after each session.

Rubric: Six Point Scale

6= Exceeded the objectives and expectations of the lesson in regard to attitude; retained class information; and showed great improvement or articulation during the skill portion of class.

5=Retained information from last week and was able to apply information learned at the beginning of class. Showed and demonstrated understanding of the skill portion of the lesson: time and space; improvement in social skills; and behaviors.

4=Gained most of the knowledge presented in the lesson. Knows the basic principals of class information, and can recall certain elements learned during the lesson.

3=Gained some knowledge of the skills we have been working on in class. Utilized most of the loco-motor skills we are working on in class.

2=Gained minimal knowledge with some results in teamwork, loco-motor, and social skills.

1=Shows little evidence of trying to achieve knowledge and skills. No participation.

The following are sample lesson plans from each grade level to give you an idea of the cultures we studied, the creative drama and movement activities we used, and how they tie to the Hawaii State Standards and curriculum.

Kindergarten & First Grade Sample Lesson Plans

In designing these lesson plans, I chose to focus on the following dance and drama vocabulary found in the Hawaii State Educational Standards for these grade levels.

Dance: shape, spatial awareness (including personal space), listening skills, level/energy, the eight loco-motor skills, and time: tempo/rhythm.

Drama: character, eye contact, audience member conduct, the difference in theatre as a live performance art form and watching a movie.

Lesson 1: Introduction of Our Theme: Culture and Journey

Kindergarten and First Grades

Class Length: 90 minutes

Materials:

- Book: *The Trip*, by Ezra Jack Keats
- A CD containing our fun journey music from last week will be used during warm up and during a portion of our skill time.
- A drum will be used during skill time and in our movement phrase.
- Paper and markers for drawing their favorite places.

Class Objectives:

This lesson plan was designed as an introduction of our theme: cultural dances and children's stories from around the world. This class will include drawing (shape and color), creative movement, acting through movement, and music. During the class, children are encouraged to explore their creativity through the use of their bodies and imaginations as the element of time and space is explored. We will continue to discover character by allowing students to act out the story with Mrs. Stewart as I read a story drama based on *The Trip*. This will allow students to recognize and feel what it is like to act with narration. (This will be an important role in their end performance assessment because two of our fifth grade students will be the narrators that journey through all six countries.) Interaction with the narrator role is essential for their ending performance.

Instructional Objectives:

Utilizing Ezra Jack Keats' children's book as a spring board to our theme, we will explore spatial and body awareness in order to accomplish our class objectives. By exploring time, our second grade classes will have the opportunity to imagine and create their own imaginary trips like Louis from the story. The class will conclude with original pictures drawn by the children of their favorite places, an original story narration and drama acted out by the students, and an awareness of body and the space around them.

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue with our drum beat and proceed with the school's focus method: put a finger over our lips and extend our other hand in the air. Once they see us

with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

- Questions:
- Who is the author and what does he do?
 - Who is the illustrator and what does he do?
 - Who was the main character in our story? Where did he go?
 - How did Louis get to his old neighborhood?
 - What element of dance and drama did we explore today? (time and space)

1. Warm up: 10 minutes

- As students enter the space, have them put their imaginary marshmallow in their mouths and tip toe quietly to a circle. Once students are in the circle we will review our warm ups: shake down, head shoulders knees and toes, locomotors in a circle, grey squirrel.
- Warm up game: Shark Attack!
- To bring children's focus back we will take an imaginary plane ride around the room and come back to a circle for instructions. We will use this activity later in our story narration/drama.
(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7)

2. Skill Time: 15 minutes

- Review our locomotors in a circle, if time we will play duck, duck goose using all the locomotors during the chase, omitting running for everyone's safety.
- Exploring time through freeze dance and locomotors and eye contact. **(Dance Content Standard 3, 4; Physical Education Content Standards 1, 5, 7)**

3. Imagination: 15 minutes

- Have students draw a picture of their favorite place to go. It can be imaginary or a real place they like to journey. Give students about 10 minutes to draw their pictures.
- Have students share their pictures with the class. Have students identify one shape they drew in their picture and have them show the class that shape with their bodies.
(Dance Content Standard 3; Theatre Content Standard 1, Visual Arts Content Standard 3)

4. Story Time: 10 minutes

- Read the story *The Trip* to the class. Review what the author and illustrators do for the story.
- Discuss; Who was the main character, where did he go, where did he go in his imagination? **(Theatre Content Standard 1; World in Spatial Terms Content Standard 1)**

5. Creative Drama: 15 minutes

- Have students stand up and blow up their imaginary bubble gum bubble, creating their own personal space and awareness of their classmates around them. Remind students that they are not to invade anyone else's space and that Mrs. Stewart will be acting the story out with them and they are to follow along with her movement. Also remind students that I am narrating the action and they are to use their listening ears so they can hear what comes next and do what is being said in the text. Explain that when we get to the part where Louis runs as fast as he can, that they are to run in place inside their bubbles, have them practice.
- After the story narration, have students review the miming sections, opening the door stepping inside and closing the door (spatial awareness), putting on the Halloween costume, climbing in the plane form warm up, and last making the airplane and making our boxes.

(Theatre Content Standard 1, 2, 3; Dance Content Standard 3,7, assessment task 2.1: Thinking Skills: Responding)

6. Creative Sharing: 20 minutes

- Have students draw a picture of their favorite place.
- Using sensory awareness, have students draw all the details they see, feel, and smell etc.
- Have students share their favorite place describing all the details.

(Theatre Content Standard 1; World in Spatial Terms Content Standard 1)

7. Cool down and focus: 5 minutes

- Have students fly our imaginary planes and land softly in a circle.
- Have students close their eyes and lie down. Our journey music will be playing. Have students recall the pictures they drew and the journeys they went on and depicted in their drawings. Have them envision how they got to their favorite place, was it on a plane like Louis? What colors do you see from your picture, what shapes do you see, what shape did your partner make from your picture when you shared?
- Have students sit up and share a little bit about where they went on their journeys.
- Review the elements of dance we worked on in class
- Ask students our guiding questions for assessment of our lesson and what they learned.
- Dismiss

(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2; Science Content Standard Strands 2, 3)

Plan B: If there is time students can play museum guard or break into two groups and make tableaus from the pictures in the story using the beginning middle and end in relation to our story narration/drama.

Lesson 2: Africa
Kindergarten and First Grades
Class Length: 90 minutes

Movement and story drama based on the culture Africa: *Giraffes Can't Dance*

Materials:

- Book: *Giraffes Can't Dance*, by Giles Andreae
- Music: A CD containing our fun journey themed music will be used during warm up while we are traveling to Africa, and a CD containing our lei-motifs for our story drama characters: salsa music (for students to recall music from Mexico that we already studied), rock-n-roll music, classical, and a Scottish Reel.
- Craft Supplies: masks, templates, crayons, craft sticks, head bands.

Class Objectives:

This class meeting was designed to introduce children to the fundamentals of theatre and dance. This one hour lesson includes creative movement, creative drama, and music. During the class, children are encouraged to explore their creativity through the use of their voice, body and imagination as basic theatre and dance elements are introduced. We are using popular children's literature as our springboard to accomplish these goals. The class will conclude with an original story and movement dramatization created by the children.

Instructional Objectives:

Through this lesson, our kindergarten and first grade classes will have the opportunity to explore and learn some basic drama skills such as characterization, clear speech, and awareness of others around them. Students will also learn/review creative movement skills such as our locomotors, time, space, energy, and concrete pictures/movements. This lesson was designed to help students connect with their peers, to enhance group problem solving skills (working as a group to help Gerald learn to dance.)

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue to use the school's/classroom teacher's focus method which is: a finger over our lips and an extended other hand in the air. Once they see us with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

Questions: Who is the main character in our dramatization?
 How did we work as a class to help Gerald?
 What different lei-motifs, movements, and character walks were used to represent each jungle animal? Let's act them out as a class for a review.

1. Warm Ups: 10 minutes

- Hokey Pokey.
- Shakes, breaks, group face pass, play when I go to Africa.
- Review Mexican Hat Dance for memory and to get bodies moving.
- Introduce basic sequence of the fifth grade step routine.
(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7)

2. Imagination: 15 minutes

- Take an imaginary train ride to the continent of Africa. Our stop is going to be in the deep jungles of Liberia (5th grade studying Liberia).
- Ask students what they see in the jungle. Have students explore the space, climbing trees, swimming through rivers, ask them what animals they see from the African artwork and pictures we have hanging up around the room. Have them make motions and sounds for the different animals they see in the pictures. Now tell them to look deep into the forest where Gerald the Giraffe is crying. Introduce Gerald as our main character in our story and tell the students that Gerald is sad because he is the only animal in the jungle who can't dance. Ask students to help Gerald. Ask students to think of ways to teach Gerald to dance during the reading of the story.
- Read the story.
(Theatre Content Standard 1, 2, 3, 7; Dance Content Standards 4, 5, 7; Language Arts Content Standards 2, 6, 7; Visual Arts Content Standards 4, 5, 6; Social Studies Content Standard Geography Strand 2)

3. Constructive Sharing of Ideas and Creative Movement: 15 minutes

- Talk about the characters in the book and what made each one unique. What dance did each type of jungle animal do? Reflecting on the illustrations in the book stand up and as a class we will create a character walk for each animal and a dance move based on the type of dancing they do in the story. As we go through each animal, play the corresponding music that goes with each character walk and dance ie: monkeys-salsa music.
- Now put these character walks and dance moves to the music connecting them all through freeze dance. (only picking 3 animals from the story)
- Going further; now have a few students share their ideas about how we can teach Gerald to dance so he can join us at the ball.
- In our circle, have each student share one movement to teach me (the teacher/Gerald) how to dance. We will combine each student's one move and do them in sequence around the circle to make our dance for Gerald.
(Theatre Content Standard 1, 2, 3, 7; Dance Content Standards 4, 5, 7; Language Arts Content Standards 2, 6, 7)

4. Craft Time: 25 minutes

- Make a monkey mask and a pair of Giraffe ears.
- Supplies: masks, templates, crayons, craft sticks, head bands.
(Visual Arts Content Standards 4,5,6)

5. Creative Dance and character work: 15 minutes

- Review the character walks and movements without the music and our circle dance that teaches Gerald some dance moves. Then add our masks and Giraffe ears.
- Combine all elements, props, music (lei-motifs), movement, characterization.

(Dance Content Standards 3, 4; Physical Education Content Standards 1, 2, 5, 7; Drama and Theatre Content Standards 1, 2, 3, 7)

6. Cool down and focus: 5 minutes

- Basic step routine review ending pose ends down on their bottoms sitting.
- Review the continent and culture we explored today by asking students our guiding questions. Have students share with the class their favorite part of the lesson.
- Dismiss by making our choo-choo train back to the classroom.

(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2; Science Content Standard Strands 2, 3)

Plan B: If there is time students can play freeze dance, or we can create a rainstorm.

Lesson 3: Mexico

Kindergarten and First Grades

Class Length: 90 minutes

Movement and story drama based on the Mexican culture: *The Moon Was At A Fiesta!*

Materials:

- Book: *The Moon Was At A Fiesta*, by Matthew Gollub
- Music: A CD containing our fun journey themed music will be used as we fly to Mexico, salsa music will be used during the Mexican Hat dance, and the Spanish Rap that includes all the Spanish countries and their capitals will be playing during craft time.
- Craft Supplies: paper plates, crayons, ribbons, glue, scissors, beans, and staples.
- About ten flashlights, one every two students, for the science activity.

Class Objectives:

This workshop was designed to introduce children to the fundamentals of theatre and dance. This one hour lesson includes creative movement, creative drama, and music. During the class, children are encouraged to explore their creativity through the use of their voice, body and imagination as basic theatre and dance elements are introduced. We are using popular children's literature as our springboard to accomplish these goals. The class will conclude with an original story and movement dramatization created by the children.

Instructional Objectives:

Through this lesson, our kindergarten and first grade classes will have the opportunity to explore and learn some basic drama skills: such as characterization, clear speech, and awareness of others around them. Students will also learn/review creative movement skills such as our locomotors, time, space, energy, and concrete pictures/movements. This lesson was designed to help students connect with their peers, to enhance group problem solving skills (working as a group to help Gerald learn to dance.)

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue to use the school's/classroom teacher's focus method which is: a finger over our lips and an extended other hand in the air. Once they see us with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

Questions: Discuss what elements make up our class ideas of what culture is?
Why do we have night and day?
What is Cinco de Mayo?

1. Warm Ups: 10 minutes

- As students enter the space, have them put on their helicopter goggles (like last week) and fly to Mexico.
 - Shakes, breaks, group face pass, play shark, and head shoulders knees and toes teaching three more Spanish numbers 6,7,8 for our warm up.
 - Review our loco-motor skill game.
 - Freeze Dance working on our listening skills.
- (Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7)**

2. Review and Science activity: 15 minutes

- Review our crescent moon shapes, full moon shapes, and our sun shapes.
- Ask students to melt down like they were an ice cube in the hot sun and to be there by 8 (count in Spanish).
- Show them the globe and have them find Hawaii and Mexico on the globe. Next take the flash light and explain that it represents the sun. Explain that the earth moves on an axis and as the world and our solar

system rotates, we experience time changes. Have the flashlight stay in one place and turn the globe and have students point what part of the world is day time and what part of the world is night time as the earth rotates. Take a closer look at Hawaii and Mexico. Allow students to see what time of day it is in Mexico when the flashlight is on Hawaii and vice versa.

- Have students experience this activity with their own bodies. Partner all the students up and have one person make their sun shape at the right of their partner and the other person make a shape for the earth. Have the person that is the earth rotate slowly and have them stop at half turns and ask them where on their bodies it is day and where is night. For example; if you are facing front, the sun would be on the right shoulder and night time would be on the left shoulder etc..
- Now have students change places allowing both to experience both positions in space.

(Science Content Standard 3; Theatre Content Standard 1, 2, 3, 7; Dance Content Standards 4, 5, 7; Language Arts Content Standards 2, 6, 7; Visual Arts Content Standards 4, 5, 6; Social Studies Content Standard Geography Strand 2)

3. Story Drama Review: 10 minutes

- Review the characters and pictures from the story. Go through our story drama adding in one vocalization for the fiesta, Olay! Add in soft music for the story drama and end with a more up-beat salsa music for the fiesta.
 - Freeze dance fiesta time!!!
 - Have children dance to a circle, have them bounce and gradually have them stop moving different body parts, like their arms, hands, feet, legs, head, and hands until they are still and have them melt down again by 8.
- (Theatre Content Standard 1, 2, 3, 7; Dance Content Standards 4, 5, 7; Language Arts Content Standards 2, 6, 7)**

4. Craft Time: 25 minutes

- Make a maraca!
 - Supplies: paper plates, crayons, ribbons, glue, scissors, beans, staples.
- (Visual Arts Content Standards 4,5,6)**

5. Creative Dance: 20 minutes

- Learn the Mexican Hat Dance.
- Make a circle, practice slides in a circle. Do the dance slowly with counts without the music, try it with music at a slow tempo.
- Combine all elements, props, music, movement, and the hat in the middle of the circle, try the dance a little faster.

(Dance Content Standards 3, 4; Physical Education Content Standards 1, 2, 5, 7; Drama and Theatre Content Standards 1, 2, 3, 7)

6. Cool down and focus: 10 minutes

- Rain storm.
- Review the culture we explored today by asking students our guiding questions. Have students show us why we have night and day. Have students share with the class their favorite part of the lesson.
- Dismiss by flying back to the classroom.
(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2; Science Content Standard Strands 2, 3)

Second Grade Sample Lesson Plans

In designing the second grade dance and drama curriculum, I chose to focus on the following skills and elements.

Dance: symmetrical shape, asymmetrical shape, level/energy, the eight loco-motor skills, and time: tempo/rhythm.

Drama: character, narrator, scene, script, eye contact skills, audience member conduct, and tableau.

Lesson 1: Dances and Stories From Around the World

Second Grade

Class Length: One Hour

Materials:

- Music: A CD containing fun journey themed music will be used during warm up and during a portion of our skill time
- A drum will be used during skill time and in our movement phrase.
- Poster Board and marker to create our culture idea board and list.

Class Objectives:

This lesson plan was designed as an introductory lesson to the study of our theme: culture and journey; dances and children's stories from around the world. This class will include creative movement, creative drama, and music. During the class, children will be getting to know us, more about each other, social and body awareness as well as learning introductory drama and dance skills/elements we will explore what culture means to our students: the class will have the opportunity to share and write down as a class what they think culture means and what it symbolizes to them personally. We will keep this list and continue to add to it as our ten week unit progresses and reflect on it at the end of our ten weeks to show what we learned and how we grew as a class community. At the end of our ten week plan, we will use this list as an assessment tool to present their ideas and thoughts on culture.

Instructional Objectives:

Through this lesson, our second grade classes will have the opportunity to explore and learn some basic drama skills such as clear speaking, eye contact, and body placement while speaking. Students will also learn/review creative movement skills such as locomotors, time, space, energy, concrete and symbolic pictures/movements. This lesson's focus is to help students connect with their peers. This will also reinforce body and spatial awareness. The lesson will conclude with a series of tableaus and movement phrases that connect each shape and picture.

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue to use the school's/classroom teacher's focus method which is: a finger over our lips and an extended other hand in the air. However, we will

incorporate a drum beat first to focus everyone and proceed with the school's focus method. Once they see us with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

Questions: What does the word culture mean to you?
Why do you think culture exists?
What is a tableau?
Name one thing you have learned about culture, movement, or drama today.
Now take what you learned today and show us with your bodies, shape, pose of your character or a walk for your character etc.

1. Warm up: 10 minutes
 - As students enter the space, have them put their imaginary marshmallow in their mouths and tip toe quietly to a circle. Once students are in the circle we will warm up our minds and our bodies: shake down, head shoulders knees and toes, locomotors in a circle, grey squirrel.
(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7)

2. Getting to Know The Group and Ensemble Building Games: 15 minutes
 - Go around the circle and have each child say their name and make a motion of their favorite extracurricular activity, connecting each student's movements and adding them on to the next.
 - Face pass connecting with the person next to you.
 - Home Work Machine: each student will create a sound and a motion that they can repeat as each student joins in. Have the machine go in slow motion or fast.
(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7; Drama and Theatre Content Standards 1, 2, 3, 7)

3. Creative Dance and Drama: 15 minutes
 - Review our locomotors. Have a loco-motor relay race.
 - Locomotors in a circle; have students practice going clockwise and counterclockwise (we will use this concept and skill and in our Japanese Bon Dance).
 - Discuss what a tableau is. Show students a picture of a birthday party and a picnic ask them how they knew these were pictures of these two gatherings. What kind of shapes do you see? What kind of energy is in each picture? Break into pairs and have people create a moment from either picture that they see. Discuss level and shape and energy here in their tableaux.
(Dance Content Standards 3, 4; Physical Education Content Standards 1, 2, 5, 7; Drama and Theatre Content Standards 1, 2, 3, 7)

4. Core Material: 10 minutes

- Discuss culture. What does culture mean to you or what do you think culture is? Why do you think cultures exist? Create a class list of ideas of what they think culture is. We will have to guide this list and might have to start out recording their questions regarding questions. Explain to the students that we will be studying various cultures these next ten weeks, but their main focus culture will be Japan.
 - Discuss the end goal of the presentation with the whole school and what we will be building towards in the next nine weeks
(Social Studies Content Standards Strand 3 global cooperation; Language Arts Content Standards 2, 6)
5. Cool down and focus: 5 minutes
- To reinforce freezing in shapes of different levels and energy and being aware of other around you; have students play the theatre game museum guard. End the game in a circle
 - Rain storm.
 - Review what we talked about during the lesson. Have students show and share what they learned about culture today.
 - Ask students our guiding questions for assessment of our lesson and what they learned.
 - Dismiss
(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2; Science Content Standard Strands 2, 3)

Plan B: If there is time students can play museum guard, ensemble building games; machine, can I stay with you?

Lesson 2: China
Dances and Stories From Around the World
Second Grade
Class Length: One Hour

Story Drama based on the children's story: Lon Po Po

Materials:

- Book: Lon Po Po, by Ed Young
- Music: A CD containing traditional Chinese music will be used during warm up and during a portion of our skill time.
- A drum will be used during skill time and in our movement phrase.

Class Objectives:

This lesson plan was designed to begin our journey and study of China based on our theme: cultural dances and children's stories from around the world. This class will

include creative movement, acting through movement, and music. During the class, children are encouraged to explore their creativity through the use of their body and imagination as the element of time and space is applied and re-explored in this lesson on China.

Instructional Objectives:

Utilizing Ed Young's children's book as a spring board to our theme, we will explore spatial and body awareness in order to accomplish our class objectives. My second grade classes will continue our study of character and narration this week with Ed Young's Lon Po Po: the Eastern tale of Little Red Riding Hood. The class will conclude with the beginning work done on their story drama based on this wonderful picture book.

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue to use the school's/classroom teacher's focus method which is: a finger over our lips and an extended other hand in the air. Once they see us with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

Questions: What country did we explore and journey to today? Where is China?
 What were similarities are in the Western tale and the Eastern tale?
 What kind of roles do wolves usually play in children's stories that we know and read?
 Name one thing you learned that makes the Chinese culture unique and beautiful?

1. Warm up: 10 minutes
 - As students enter the space, have them put their imaginary marshmallow in their mouths and tip toe quietly to a circle. Once students are in the circle we will proceed with our regular warm ups: shake down, head shoulders knees and toes, locomotors in a circle, grey squirrel.
 - Warm up game: Shark Attack and When I go on my journey to China I'm going to take.....
 - To bring children's focus back we will take an imaginary plane ride from last week to the country of China.
(Dance Content Standard 3; World in Spatial Terms Content Standard 1)

2. Cultural background and history: Have music from China playing softly in the background.
 - Ask students if they know any fun facts about China and the Chinese culture. Bring out the fun fact sheet on China.
 - Show students a map and have them locate China by giving each child a chance to point to it on the map or globe.
 - Show different pictures of China and have students choose a shape or something they see in one of the pictures. Have students create that shape

with their bodies. From there connect student's shapes creating a huge class tableau based on the images they saw.

- Break the tableau into two groups having one portion of the tableau freeze and others step out to look at their peer's shapes. Have students discuss what they see. Discuss the energy in each shape, are they symmetrical or asymmetrical? Change groups.

(Social Studies Content Standard Geography Strand 2; Dance Content Standards 3, 4)

3. Imagination: 15 minutes

- Now have students create a character from their shape, have students give their character or shape a walk, mood and level. Have students interact and mirror each other.

(World in Spatial Terms Content Standard 1; Dance Content Standard 3, 4, 7; Theatre Content Standard 1, 3)

4. Story Time: 8 minutes

- Read the story *Lon Po Po* to the class.
- Discuss; the roles of the different characters. How did the story differ and how was it the same to the typical little red riding hood story we know?

(History Inquiry Content Standard 3; World in Spatial Terms Content Standard 1; Language Arts Content Standards 4, 6)

5. Creative Drama: 10 minutes

- Have students stand up and blow up their imaginary bubble gum bubble, creating their own personal space and awareness of their classmates around them. Remind students that they are not to invade anyone else's space. Put on music selection #1, music Q: 1 will be for the wolf character. Have students make up a walk and different character traits for the wolf. Music Q: 2 will be the walk for the grandmother and the little girls. Have students explore their walks and movements as the music changes between the two music Q's.

(Dance Content Standards 3.5; Theatre Content Standards 1, 2, 7; Music Content Standard 1)

- Break into three groups; each group will have a different section of the story beginning, middle or end. We will create a tableau picture with each section. Then we will connect all the pictures by morphing them, hence creating our play without using words.

(Theatre Content Standards 1, 2, 3; Dance Content Standards 3, Tool Kit 1.1)

- Next we will add dialogue and narration to each section of the story. Each group will have a narrator, a wolf, three sisters, and a grandmother. Then we will connect each group and their dialogue. This will be the beginning work on their story drama portion of their performance.

(Theatre Content Standards 1, 2, 3, 7)

6. Cool down and focus: 5 minutes
 - Have students fly their imaginary planes and land softly in a circle.
 - Rain storm.
 - Review the elements of drama we worked on in class, characterization, listening to each other in the scenes, narration.
 - Ask students our guiding questions for assessment of our lesson and what they learned.
 - Dismiss

(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2; Science Content Standard Strands 2, 3)

Plan B: If there is time students can play museum guard or repeat the scenes allowing different children the opportunity to play different characters and explore narrating a scene.

Lesson 3: Hawaii and Samoa
Dances and Stories From Around the World
Second Grade
Class Length: One Hour

Materials:

- The oral story: *Sina and the Eel*.
- Music: A CD containing Hawaiian and Samoan music will be used during warm up and during a portion of our skill time.
- A drum will be used during skill time and in our movement phrase.
- Dance/Cultural information from: <http://www.samoan.co.uk/dance.html> (January, 2005).

Class Objectives:

This lesson plan was designed to further our second grade student's study of their state Hawaiian culture and the dances of Samoa. They will spend this one class exploring Hula and Samoan island dances and some children's stories from these two islands as well. We will be re-telling the story of *Sina and the Eel* a Samoan oral story that explains how the first coconut tree came to be. This class will include creative movement, creative drama, and music. We will conclude the class with a review of all the dances, stories and cultures we have studied in our unit plan.

Instructional Objectives:

Through the exploration of these two cultures, we hope to bring a sense of pride and "ownership" to the unit as a whole. By studying local dances, we hope to let our students have to opportunity to be more of the expert and pull from what they know as a tool for learning and sharing. This lesson will also provide creative activities that will allow students to connect with their peers socially and culturally. This will also allow students

to see how wonderfully unique their culture is and allow them to draw parallels to their culture in regards to others we have studied in our unit plan.

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue to use our drum beat followed by the school's/classroom teacher's focus method which is: a finger over our lips and an extended other hand in the air. Once they see us with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

Questions: Where did we journey to today?
 How are the movements in Samoan and Hawaiian dances different and similar to other dances we have studied from other parts of the world?
 Are these cultures oral cultures like in Africa?
 Where is Hawaii in respect to the other cultures we have studied?
 How far away is it from Samoa?

1. Warm up: 10 minutes
 - As students enter the space, have them put their imaginary marshmallow in their mouths and tip toe quietly to a circle. Once students are in the circle, we will proceed with our regular warm ups: shake down, head shoulders knees and toes, locomotors in a circle, grey squirrel.
 - Warm up game: Shark Attack and Kitty Want a Corner
 - To bring children's focus back we will ask students what locomotive they want to use to journey/travel to Samoa.
(Dance Content Standard 3; World in Spatial Terms Content Standard 1)

2. Cultural background and history: 10 minutes
 - Ask students what they can tell us and the class about Hawaiian dance and culture.
 - Ask students what they can share with the class about Samoan culture and dance.
 - Have students locate both islands on the map and have them realize spatially where their island is geographically to the other countries and continent we have studied. **(World in Spatial Terms Content Standard 1)**
 - Have students stand up in slow motion and spread out around the room.

Samoan dance is possibly the one area of Samoan culture which has been least affected by contact with western civilization. Whereas Samoan music has adopted guitars and other musical instruments, dance, which relies solely upon the performers body (with some exceptions - fire dance, knife dance, etc) still requires the performer to retain grace and move their arms and hands in the approved fashion. However, Samoans who are members of the Seventh Day Adventist church do not practice Samoan dancing because it is proscribed by their religion.

Unlike several of the other Pacific Islands you will not normally find the dancers performing in grass skirts, nor is the hula dance native to Samoa. More often than not performers will wear *lavalava*, but in some cases the women will wear matting made from the Pandunas and turned into *ie toga* and the men will wear necklaces or anklets made from leaves. The clothing may be decorated with feathers or freshly cut flowers and *lei*.

There are different types of dances which are performed by individuals or groups and either sitting or standing.

The best time to see Samoan dancing is at a *fiafia*, a traditional Samoan meal accompanied by various performers both singing and dancing. Most of the major hotels have *fiafia* one night a week, and you should take the opportunity to go and see one if it arises. The *fiafia* at Aggie Grey's was for a long time considered to be the best but we felt, and several residents of Apia agreed, that the one at the Tusitala is actually better. The *siva afi* performed at Aggie Grey's has turned into a mini-entertainment spectacular, and whilst being far removed from a traditional fire dance is well worth watching. Since it takes place around the swimming pool and is the last item performed you could probably go and see it without being present for the rest of the evening.

If attending a *fiafia*, and you are of a withdrawn disposition it is advisable not to take a front row seat, because audience participation is always required. In particular watch out for Richard, the master of ceremonies, at the Tusitala because he will try his hardest to make an absolute fool out of at least one tourist during the course of the evening.

Sasa

The Sasa is a group dance for men and women performed both sitting and standing. Hand movements are used to depict activities taken from every day life.

3. Cultural Dance: 20 minutes
 - Talk about the Sasa as one form of Samoan dance type.
 - Talk to student about it being a body percussion dance, where they are sitting criss-cross applesauce. Their hands are used to “tap” different parts of their bodies. Also their legs are always moving up and down.
 - Teach them two different types of claps. Pati, Po.
 - Teach a 24 count Sasa.
 - If there is extra time let them try to make up their own eight count Sasa to attach on the end of the group dance.

(Dance Content Standards 3, 6, 7; Theatre Content Standard 7; Music Content Standards 3, 6, 7)
4. Creative Drama: 20 minutes
 - Tell the story of *Sina and the Eel* through an interactive story theatre activity.
 - Have students make up character movements for different characters and motions for different parts of the story.

- After students have acted out the story as a group. Have them break into smaller groups and work on narration and story. Share these scenes with the class.
 - Next have the different student groups narrate different sections of the story as I act it out for them.
(Theatre Content Standards 1, 2,3,7; Dance Content Standard 3; Language Arts Content Standard 6, 7)
5. Cool down and focus:10 minutes
- Move back to a circle and have students prepare for our cool down.
 - Rain storm.
 - Ask students our guiding questions for assessment of our lesson and what they learned.
 - Dismiss
(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2)

Third Grade Sample Lesson Plans

In designing these lesson plans, I chose to focus on the following dance and drama vocabulary found in the Hawaii State Educational Standards for these grade levels.

Dance: symmetrical shape, asymmetrical shape, spatial awareness (including personal space), level/energy, the eight loco-motor skills, and time: tempo/rhythm.

Drama: character, narrator, plot, scene, script analysis, eye contact, audience member conduct, tableau, and ensemble.

Lesson 1: Dances and Stories From Around the World

Third Grade

Class Length: 75 minutes

Story drama based on the story: *The Moon Was At A Fiesta: Mexico*

Materials:

- Book and Script of: *The Moon Was At A Fiesta*, by Matthew Gollub
- Music: A CD containing salsa and Meringue will be used during warm up and during a portion of our skill time.
- A drum and maraca will be used during skill time and in our movement phrase.
- Craft Supplies: paper plates, beans, stapler, and markers.

Class Objectives:

This lesson plan was designed to further our journey of dances and stories from around the world. This week we will be making our way to Mexico. They will spend this one class exploring Mexican culture through dance, music, a story narration and food. We will be reading an authentic Mexican children's story entitled; *The Moon was at a Fiesta*. The class will learn the importance of the fiesta celebration in regards to Cinco de Mayo. The warm up portion of class will include a review of all our dances and some of the stories to get our minds and bodies moving and grooving! The class will also be reading through their script for the first time today for their performance in May.

Instructional Objectives:

By continuing our journey to Mexico we will encourage our students to challenge themselves to remember each culture and its special dance. This is a lot of information, but we believe our students will rise to our goals and have fun in the process of trying to remember each dance and something about each culture. We will be taking a pre-assessment test at the beginning of class for me to assess where the students are in relation to the basic drama and movement skills I have been teaching all year. I hope to use the read through as an exercise in introducing the students to using a script and block the first scene.

Boundary/Protective Factors: A drum beat after which the student will be ready by look, listen and learn. Once everyone is quiet and looking at us, we know we have everyone's attention.

Questions: Where did we journey to today?
 What is a fiesta? What is Cinco de Mayo and why is it important to the fiesta?
 What types of instruments did we use in our Mexican Hat Dance?

1. Warm up: 15 minutes
 - As students enter the space, have them make a circle. Once students are in the circle, we will proceed with our regular warm ups/ all being counted in Spanish: shake down, breaks, big face little face, energy jumps
 - Warm up game: A couple of rounds of Kitty Want a Corner or Yugoslavia.
 - Review the rhythm of the slide and fine-tune the loco-motor around the circle.

Skill Time/Vocabulary:

 - Mirroring: creating symmetrical and asymmetrical shapes.
 - Break into partners and mirror each other shapes.
 - As a review; we are going to dance each cultural dance that we have learned up to this point in our unit plan. It will be a challenge, but it will be fun!
(Math Content Standard 1, 3)
 - Journey to Mexico; fly your plane land and explore that art work on the wall (play salsa music in the background softly)
(Dance Content Standard 3, 4, 5, 7; World in Spatial Terms Content Standard 1)

2. Cultural background and history: 5 minutes
 - Ask students what they hear in the background. Have them think of some descriptive words that describe what they hear in the music.
 - Have students share what they saw in the pictures as they explored "Mexico"
 - What was their favorite piece of art work and why?
 - Explain what a fiesta is and why Cinco de Mayo is important in Mexico's history.
 - Have students locate Mexico on the map. **(Social Studies Content Standard Geography Strand 2; Music Content Standards 6, 7)**

3. Cultural Dance: 25 minutes
 - Learn the Mexican hat dance.
 - Craft time: make your own Maraca to use in the dance at our fiesta.
 - Review dance incorporating the Maraca.
(Visual Arts Standards 4, 5, 6)

4. Creative Drama: 20 minutes
 - Script reading of *The Moon Was At A Fiesta*.
 - Break into two groups and create tableaus and small scenes.

- Have each group act out the first scene, working with narration.
- Present these to the class and discuss the different choices that were made etc...
- Now move to the second scene tableaus then blocking. Put the two scenes together.
(Theatre Content Standard 1, 2, 3, 7; Dance Content Standards 4, 5, 7; Language Arts Content Standards 2, 6, 7; Music Content Standard 6; Visual Arts Standards 4, 5, 6; Math Content Standard Strand 1 patterns and functions)

5. Cool down and focus: 10 minutes

- After we clean up our crafts we will need to slide to our circle.
- Ask students our guiding questions for assessment of our lesson and what they learned.
- Dismiss
(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2; Science Content Standard Strands 2, 3)

Lesson 2: Dances and Stories From Around the World

Third Grade

Class Length: 90 minutes

The Moon Was At A Fiesta: Mexico

Third Grade will perform a play based off of this story and a cultural dance for their performance based assessment.

Materials:

- *The Moon Was At A Fiesta!* Script
- Music: A CD containing Salsa and Meringue forms of music will be used during warm up and during a portion of our skill time.
- A drum and maraca will be used during skill time and in our movement phrase.

Class Objectives:

This lesson plan was designed to further our journey of dances and stories from around the world. This week we will be making our way to Mexico. The goal is to review our skill vocabulary from last time: shape, symmetrical, asymmetrical and level and to add onto our vocabulary. This week we will be exploring working together as an ensemble; GIO #2, defining character, plot and the scenes in our play by creating tableaus, as well as looking at their ideas about culture. The students will find out what characters they will be playing in the play and we will be blocking the first two scenes. At the end of class we will be learning the Mexican hat dance for their finale.

Instructional Objectives:

This is a lot of information, but if we can explore these skills and elements each week, I believe our students will learn all of this standard information and have fun in the process. By blocking the scenes of the play, students will be able to apply the vocabulary we defined at the beginning of class: character, plot, scenes/settings, and tableaux.

Boundary/Protective Factors: A drum beat after which the student will be ready by look, listen and learn. Once everyone is quiet and looking at us, we know we have everyone's attention.

Questions: What does it mean to work as an ensemble?
 What are the different scenes in our play and where do they take place?
 How many are there?
 What is a tableau?

1. Warm up: 10 minutes

- As students enter the space, have them make a circle. Once students are in the circle, we will proceed with our regular warm ups/ all being counted in Spanish: shake down, breaks, big face little face, energy jumps
- Warm up game: A couple of rounds of Kitty Want a Corner or Yugoslavia.
- Review the rhythm of the slide and perfect the locomotor around the circle.

Skill Time/Vocabulary: 10 minutes

- Mirroring: creating symmetrical and asymmetrical shapes.
- Break into partners and mirror each others shapes. Each partner should create a symmetrical and an asymmetrical shape and the partners should create a dance connecting the four shapes trying to make them move seamlessly.
- Working together as an ensemble: review GLO #2 create a machine or break into groups and create knots; team work to get out of them.

(Dance Content Standards 3, 4, 5, 7; Theatre Content Standards 1,2,3,7)

2. Cultural background and history; exploring more drama vocabulary 10 minutes

- Pass out scripts
- Define the characters in the play; write them on the board
- Identify the plot; write that on the board. Define plot.
- Identify the over all setting of the play; write it on the board.
- Define the scenes and what a scene is and list the setting of each scene on the board.
- Break into two groups and make a list of ideas about culture.

(Social Studies Content Standard: Geography Strand 2; Language Arts Content Standards 2,6,7)

3. Creative Drama: 25 minutes

- Pass out parts for the play.
- Block scene one. We will run through the scene with words and blocking.
- Then we will create three tableaux from the scene and connect them without lines.

- If we have time we will begin blocking scene two. Wherever we get to in the second scene, we will connect the first scene with the second scene.
(Theatre Content Standard 1, 2, 3, 7; Dance Content Standards 4, 5, 7; Language Arts Content Standards 2, 6, 7; Math Content Standard Strand 1 patterns and functions)

- 4. Cultural Dance: 25 minutes
 - Review our locomotors, especially slide.
 - Learn the Mexican Hat Dance.
(Dance Content Standards 4,5,7; Music Content Standard 6, Math Content Standard Strand 1 patterns and functions)

- 5. Cool down and focus:10 minutes
 - Play a game of Museum Guard. Working on frozen shapes.
 - Come back to a circle. Review symmetrical and asymmetrical shapes, definition of a shape, ensemble, scene, plot, and tableau.
 - Dismiss
(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2)

Lesson 3: Dances and Stories From Around the World

Third Grade

Class Length: 90 minutes

Materials:

- Script: *The Moon Was At A Fiesta*, Mexico
- Music: A CD containing salsa and meringue will be used during warm up and during a portion of our skill time.
- A drum and maraca will be used during skill time and in our movement phrase.

Class Objectives:

This lesson plan was designed to complete the third grade's original play of the *Moon Was At A Fiesta*. The goal is to review our skill vocabulary shape, symmetrical, asymmetrical, character, tableau, and ensemble GIO #2, scene and plot. The class will conclude with running their full play and adding in their props and costumes.

Instructional Objectives:

This is a lot of information, but if we can explore these skills and elements each week, I believe our students will learn all of this standard information and have fun in the process. By blocking the scenes of the play, students will be able to apply the vocabulary we defined at the beginning of class: character, plot, scenes/settings, and tableaux.

Boundary/Protective Factors: A drum beat after which the student will be ready by look, listen and learn. Once everyone is quiet and looking at us, we know we have everyone's attention.

Questions: Review assessment vocabulary.....

1. Warm up: 10 minutes
 - As students enter the space, have them make a circle. Once students are in the circle, we will proceed with our regular warm ups/ all being counted in Spanish: shake down, breaks, big face little face, energy jumps
 - Warm up game: A couple of rounds of Kitty Want a Corner or Yugoslavia.
 - Review the rhythm of the slide and perfect their locomotors by a race.Skill Time/Vocabulary: 10 minutes
 - Ball toss game. Break into two groups if necessary.
 - Working together as an ensemble: review GLO #2 create a machine or break into groups and create knots; team work to get out of them.

(Dance Content Standards 3, 4, 5, 7; Theatre Content Standards 1,2,3,7)

2. Cultural background and history; exploring more drama vocabulary 10 minutes
 - Identify the plot; write that on the board. Define plot.
 - Identify the over all setting of the play; write it on the board.
 - Define the scenes and what a scene is and list the setting of each scene on the board.
 - Break into two groups and make a list of ideas about culture.

(Social Studies Content Standard: Geography Strand 2; Language Arts Content Standards 2,6,7)

3. Creative Drama: 25 minutes
 - Run through of the play.
 - Practice sitting quietly on the side.
 - Practice going right into their dance at the end of the play.
 - Make tableaus of each scene move in and out of the tableau.

(Theatre Content Standard 1, 2, 3, 7; Dance Content Standards 4, 5, 7; Language Arts Content Standards 2, 6, 7; Math Content Standard Strand 1 patterns and functions)

4. Cool down and focus:10 minutes
 - Play a game of Museum Guard. Working on frozen shapes.
 - Come back to a circle. Review symmetrical and asymmetrical shapes; definition of a shape, ensemble, scene, plot, and tableau.
 - Dismiss

(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2)

Fourth Grade Sample Lesson Plans

In designing these lesson plans, I chose to focus on the following dance and drama vocabulary found in the Hawaii State Educational Standards for these grade levels.

Dance: the formal definition of what makes a shape, symmetrical shape, asymmetrical shape, spatial awareness (including personal space), level/energy, the formal definition of what a loco-motor is, the eight loco-motor skills, what a non-loco-motor movement is, the four elements of dance: body, energy, time and space.

Drama: elements of playwriting, protagonist, antagonist, dialogue, scene within a play, what distinguishes a play from a story, plot, script analysis, eye contact, audience member conduct, tableau, and ensemble.

Lesson 1: Dances and Stories From Around the World

Fourth Grade

Class Length: 75 minutes

Materials:

- Book and Student Script: *Rumpelstiltskin*, by Paul Zelinsky
- Music: A CD containing Bag Pipe and traditional Scottish music will be used during warm up and during a portion of our skill time.
- A drum will be used during skill time and in our movement phrase.
- Assessment Test

Class Objectives:

This lesson plan was designed to further our journey of dances and stories from around the world. They will spend this class learning their Scottish dance. We will be reading their script adapted from the tale *Rumpelstiltskin* and incorporating some of this story with our movement. This class will include creative movement, creative drama, and music. We will conclude the class with adding any other ideas and definitions that want to be added to our culture board. Main class objectives include: taking a pre-assessment test of the basic dance and drama skills we have been working on all year. We will be focusing on the first two questions on the test: symmetrical and asymmetrical shapes. We will cover that vocabulary as well as dialogue and ensemble.

Instructional Objectives:

By continuing our journey we will allow students to explain what culture and dance really stands out to them and why. What do they like about each culture or what do they find interesting in the different movements. By asking these brainstorming questions, we want our students to process what we have learned and to increase their pallet of worldly knowledge and awareness. The assessment test is an instructional tool that I will use to evaluate what the students are retaining and what I need to spend the rest of the year

focusing on. Reading the script and finalizing their dance will move us one step further in the process of putting together our final presentation.

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue to use the school's/classroom teacher's focus method which is: a finger over our lips and an extended other hand in the air. Once they see us with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

Questions: Where did we journey to today?
What makes Scottish dance unique? What qualities and elements did you feel and experience while learning the dance?
Show me with your bodies a symmetrical shape you created and an asymmetrical shape you created today?
Recite GLO #2 = the meaning of ensemble.

1. Assessment Test: 20 minutes

2. Warm Ups: 5 minutes

- As students enter the space, have them make a circle walking on the beat to the Scottish music they hear as they enter the room. Once students are in the circle we will proceed with our regular warm ups: shake down, head shoulders knees and toes, locomotors in a circle, warm up ankle by writing Scotland with feet.

Skill Time/Vocabulary: 10 minutes

- What is a symmetrical shape? Draw some examples on the board; divide them in half (the test) to see if they are the same on both sides. Have students make symmetrical shapes at different levels with their bodies.
- What is an asymmetrical shape? Draw some examples on the board; divide them in half (the test) to see if they are the same on both sides; proving that they are not symmetrical.
- Have students break into pairs and trade off making symmetrical and asymmetrical shapes, the other partner will do "the test" to make sure their shapes are correct.
- Now combine both partner's shapes to music making them flow from one into the other, creating a little dance of symmetrical and asymmetrical shapes.

(Dance Content Standard 3; World in Spatial Terms Content Standard 1)

3. Cultural Dance: 15 minutes

- In a circle, teach the grape vine step moving to the right around the circle.
- Taking the jump out of the cross step, have students cross the leg front, back, front, step together once on the left and once on the right.

- 8 slides around the circle.
 - Walk into the circle (4 cts.), walk out (4 cts.) repeat. Girls curtsy and boys bow.
 - Add music.
 - Let the children get into circles, one group on the inside and another on the outside. Let them work walking in circles the same way, then let them try going different ways.
 - With the arms, we go through two symmetrical shapes and one asymmetrical shape. Allow students to recognize these shapes.
(Dance Content Standards 3, 6, 7; Theatre Content Standard 7; Music Content Standards 3, 6, 7)
4. Creative Drama: 20 minutes
- Read through their script for the first time.
 - Discussing dialogue, character, narration, and scene.
 - After we read the play have students express different characters or scenes that they liked and why.
 - Make a tableau as a class of the first scene.
 - If we have time add dialogue from the script to the picture.
5. Cool down and focus: 5 minutes
- To get back to the circle, have students do a Scottish Reel ending criss-cross applesauce on count 8.
 - Bring out our culture board and assess where we are on our culture formula.
 - Ask students our guiding questions for assessment of our lesson and what they learned.
 - Dismiss

Lesson 2: Dances and Stories From Around the World

Fourth Grade

Class Length: 90 minutes

Materials:

- Script of: *Rumpelstiltskin* adapted by fourth grade classes
- Music: A CD containing Bag Pipe and traditional Scottish music will be used during warm up and during a portion of our skill time.
- A drum will be used during skill time and in our movement phrase.
- Post Assessment Test

Class Objectives:

This lesson plan was designed to further our journey of dances and stories from around the world. They will spend this class perfecting their Scottish dance and rehearsing their play without scripts. . This will conclude with the students completing their post-assessment test for this class. .

Instructional Objectives:

By continuing to teach and explore the different dance and drama skills and vocabulary terms that appeared on the student's pre-assessment test, students will continue to hone skills in both areas of study and increase their knowledge

Boundary/Protective Factors: If we need to bring everyone's focus back to a central point during the class, we will continue to use the school's/classroom teacher's focus method which is: a finger over our lips and an extended other hand in the air. Once they see us with our hands quietly raised and lips covered, they know to do the same and to quiet their voices. Once everyone has their hands raised quietly, we know we have everyone's attention.

1. Warm Ups and Ensemble Building Skills: 10 minutes
 - As students enter the space, have them make a circle walking on the beat to the Scottish music they hear as they enter the room. Once students are in the circle we will proceed with our regular warm ups: shake down, head shoulders knees and toes, locomotors in a circle, warm up ankle by writing SCOTLAND with feet.
 - Ball Toss Game.
(Dance Content Standard 3; World in Spatial Terms Content Standard 1)

2. Review our cultural dance: 10 minutes
 - Let the children get into circles, one group on the inside and another on the outside. Let them work walking in circles the same way, then let them try going different ways.
 - With the arms, we go through two symmetrical shapes and one asymmetrical shape. Allow students to recognize these shapes.
(Dance Content Standards 3, 6, 7; Theatre Content Standard 7; Music Content Standards 3, 6, 7)

3. Creative Drama Review Play: 30 minutes
 - Review play and practice transitions without scripts.
 - Final dress-rehearsal for our performance including the cultural dance.
(Language Arts content standards: 2,6,7, Theatre content standards 1,2,3,7)

4. Skill Time and Post Assessment Test: 40 minutes
 - Bring out our culture board and review what we have discussed this year.
 - Administer post-assessment test.
(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2)

Fifth Grade Sample Lesson Plans

In designing these lesson plans, I chose to focus on the following dance and drama vocabulary found in the Hawaii State Educational Standards for these grade levels.

Dance: the formal definition of what makes a shape, symmetrical shape, asymmetrical shape, spatial awareness (including personal space), level/energy, the formal definition of what a loco-motor is, the eight loco-motor skills, what a non-loco-motor movement is, the four elements of dance: body, energy, time and space.

Drama: elements of playwriting, protagonist, antagonist, dialogue, scene within a play, what distinguishes a play from a story, plot, script analysis, eye contact, audience member conduct, tableau, and ensemble.

Lesson 1: Dances and Stories From Around the World

Fifth Grade

Class Length: 75 minutes

Materials:

- Book and Script based on the story *Koi and the Kola Nuts*, by Verna Aardema
- Music: A CD of African music and rhythms will be used during warm up and during our dance.
- A drum for the Stepping portion of our class.
- Assessment Test

Class Objectives:

This lesson plan was designed to continue our exploration of Africa; dances and children's stories from around the world. During the class, we will be reviewing the elements of playwriting the children wrote based on the story *Koi and the Kola Nuts*. We will be reading their script of this story that includes one of their original endings that we have already acted out. Students will also be taking a pre-assessment test on basic dance and drama skills we have been studying all year. One section of this lesson plan is devoted to symmetrical and asymmetrical shapes. We will also be reviewing our African step dance and will be adding onto it. If there is time at the end of class, we will make tableaus of the first scene and add some basic dialogue and blocking.

Instructional Objectives:

Through this lesson, our fifth grade classes will have the opportunity to explore working with a script and to personally assess themselves on what they have retained the last four months in creative movement/drama class and what skills they need to work on. The main instructional goal for this lesson is to clarify symmetrical and asymmetrical shapes, dialogue in a script, scene, and narration. If there is time, we will add on more to our African dance.

Boundary/Protective Factors: A drum beat first and then we will say Ago and students are supposed to respond with Ame. Once everyone is quiet and looking at us, we know we have everyone's attention.

Questions: What is a symmetrical shape? Verbalize and show with your body.
What is an asymmetrical shape? Verbalize and show with your body.
Name one thing you have learned about culture, movement, or drama today.
What is dialogue and why is it important in a script?

1. Assessment Test 20 minutes

2. Warm up: 10 minutes

- As students enter the space, have them come into a circle. Once students are in the circle we will warm up our minds and our bodies: shake down, face pass, energy jumps, Yugoslavia.
- Kitty Want a Corner
- Ball Toss Game

Skill Time/Vocabulary: 10 minutes

- What is a symmetrical shape? Draw some examples on the board; divide them in half (the test) to see if they are the same on both sides. Have students make symmetrical shapes at different levels with their bodies.
- What is an asymmetrical shape? Draw some examples on the board; divide them in half (the test) to see if they are the same on both sides; proving that they are not symmetrical.
- Have students break into pairs and trade off making symmetrical and asymmetrical shapes, the other partner will do "the test" to make sure their shapes are correct.
- Now combine both partner's shapes to music making them flow from one into the other, creating a little dance of symmetrical and asymmetrical shapes.

(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7)

3. African Dance: 10 minutes

- Review the beginning phrases of their African American Step dance.
- Learn some more of our dance up through the syncopated feet sequence. Break down have students clap it first don't add arms this week.
- Teach the rhythm of the step first and have students clap it back.
- Put students in the formations they will be in for their performance so they practice dancing in their own space and with their peers around them.
- Cool down: listen to the drum beat that Mrs. Stewart will give us (four/four phrase) clap hands, breathing, slowly sit down to criss- cross applesauce still clapping. The beat will get slower and slower until students come to a stop.

(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7; Drama and Theatre Content Standards 1, 2, 3, 7)

4. Creative Drama: 20 minutes
 - Read through their script for the first time.
 - Discussing dialogue, character, narration, and scene.
 - After we read the play have students express different characters or scenes that they liked and why.
 - Make a tableau as a class of the first scene.
 - If we have time add dialogue from the script to the picture

5. Cool down and focus: 5 minutes
 - Rain storm.
 - Review what we talked about during the lesson. Have students show and share what they learned about culture today.
 - Ask students our guiding questions for assessment of our lesson and what they learned.
 - Dismiss.

(Language Arts Content Standards 2, Dance Content Standards 4, 7; Social Studies Content Standard Geography Strand 2)

Lesson 2: Dances and stories from around the world

Fifth Grade

Class Length: 90 minutes

Materials:

- Fifth Grade Script adapted from the story: *Koi and the Kola Nuts*
- Music: A CD of African music and rhythms will be used during warm up and during our dance.
- Our Talking Drum.

Class Objectives:

This lesson plan was designed to continue our exploration of Africa; dances and children's stories from around the world. During the class, we will be blocking the rest of their play and perfecting their two African dances. We will be reviewing their symmetrical and asymmetrical shapes along with their locomotors for the assessment results shows that most of the fifth grades have forgotten those skills. Drama vocabulary taught this lesson includes: scene, tableau, dialogue, ensemble, and stage directions.

Instructional Objectives:

Through this lesson, our fifth grade classes will have the opportunity to explore working with a script and to personally assess themselves on what they have retained the last four months in creative movement/drama class and what skills they need to work on. The main instructional goal for this lesson is to allow the students to gain a more in depth look at the African and African American cultures we are studying; increasing their ideas

and thoughts about culture, dialogue in a script, scene, and working together as an ensemble will also be addressed.

Boundary/Protective Factors: A drum beat first and then we will say Ago and students are supposed to respond with Ame. Once everyone is quiet and looking at us, we know we have everyone's attention.

Questions: Name one thing you have learned about culture, movement, or drama today.
Locate the different stage directions with your body.
How did we work together as an ensemble today?

1. Warm up: 10 minutes

- As students enter the space, have them come into a circle. Once students are in the circle we will warm up our minds and our bodies: shake down, face pass, energy jumps, Yugoslavia.
- Ball Toss Game

Skill Time: 5 minutes

- Review locomotors by having a locomotor relay race.
- Learn the stage directions by playing upstage, downstage, and center-stage.
- Now they have to move to the different parts of the stage using different locomotors.
- Create a drum circle applying the numerous poly-rhythms we have discussed and studied.

(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7)

2. African Dance: 20 minutes

- Review their Step Dance.
- Learn the West African welcome dance.
- Cool down: listen to the drum beat that Mrs. Stewart will give us (four/four phrase) clap hands, breathing, slowly sit down maintain clapping. The tempo will get slower and slower until students come to a stop.

(Dance Content Standard 3; Physical Education Content Standards 1, 2, 5, 7; Drama and Theatre Content Standards 1, 2, 3, 7)

3. Creative Drama: 25 minutes

- Review first part of the play.
- Block second half of play.
- Run through without dance.
- Run through adding the dance.

(Language Arts content standards: 2,6,7, Theatre content standards 1,2,3,7)

4. Cool down and focus: 5 minutes
 - Review what we talked about during the lesson. Have students show and share what they learned about culture today.
 - Ask students our guiding questions for assessment of our lesson and what they learned.
 - Dismiss.
**(Language Arts Content Standards 2, Dance Content Standards 4, 7;
Social Studies Content Standard Geography Strand 2)**

Written Assessments and Graphed Statistics

Below you will find some of the written assessment tests I gave my students half-way through the year to see what skills they were retaining and applying outside of class. The students were given the same test as a post assessment in May to administer student and instructional growth. With the first grade classes, we would read each question aloud, for many were on different reading levels, and then the students would write their answers down individually. I filled out progress reports on each kindergarten student to keep up with their progress and to assess what instructional decisions I needed to administer to meet their needs.

First Grade Assessment

Creative Movement and Creative Dramatics Vocabulary

CREATIVE MOVEMENT VOCABULARY

What is a Shape?

Draw a shape at two different levels.

List the locomotors we use in class:

What is tempo?

DRAMA/CREATIVE DRAMATICS VOCABULARY:

What is a **character** in a story or a play?

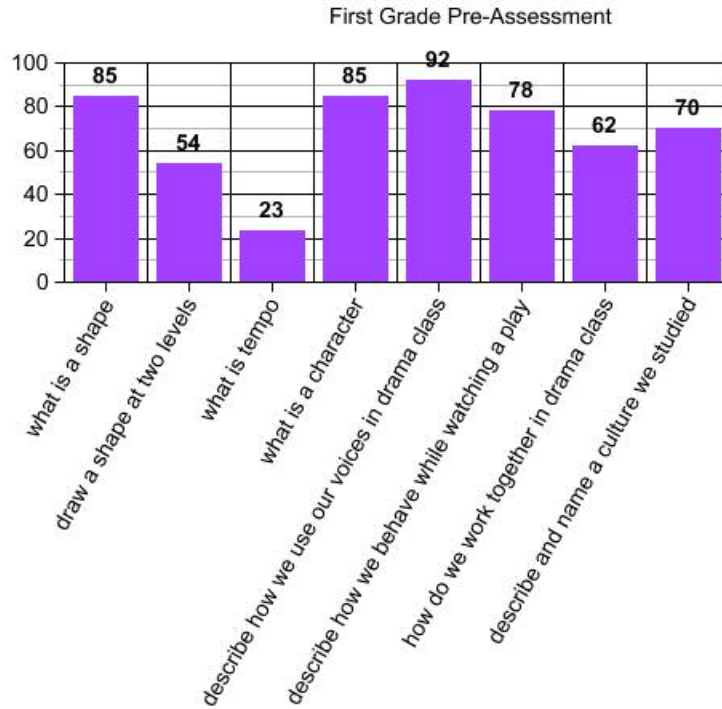
How do you use your **voice** in drama class?

How should you act when you are in the **audience** watching a live performance?

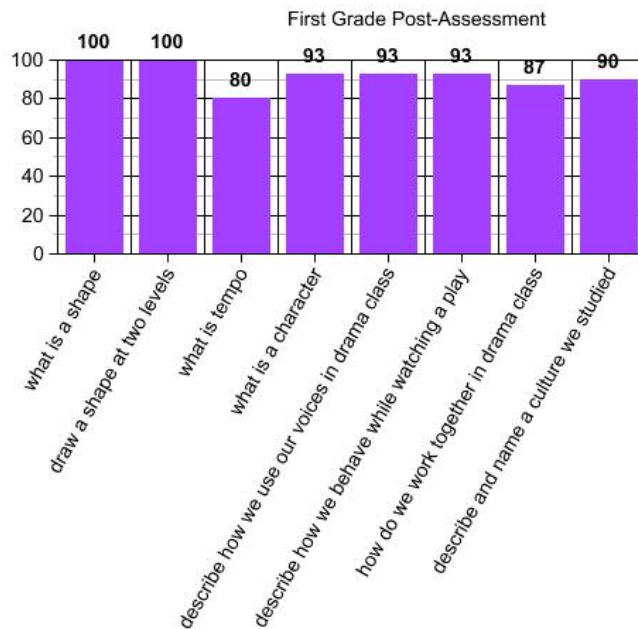
How do we work together in drama class?

What are some different **cultures** we have learned dances from and read stories about?

Here are the statistics and percentages from my first grade students' pre and post-assessment tests. You will be able to see how much the class as a whole learned, retained, and were able to apply both on paper and physically with their bodies. The graphs below track the number of students that answered the aforementioned questions correctly.



Pre-assessment class average was 68.6%



Post-assessment class average was 92%

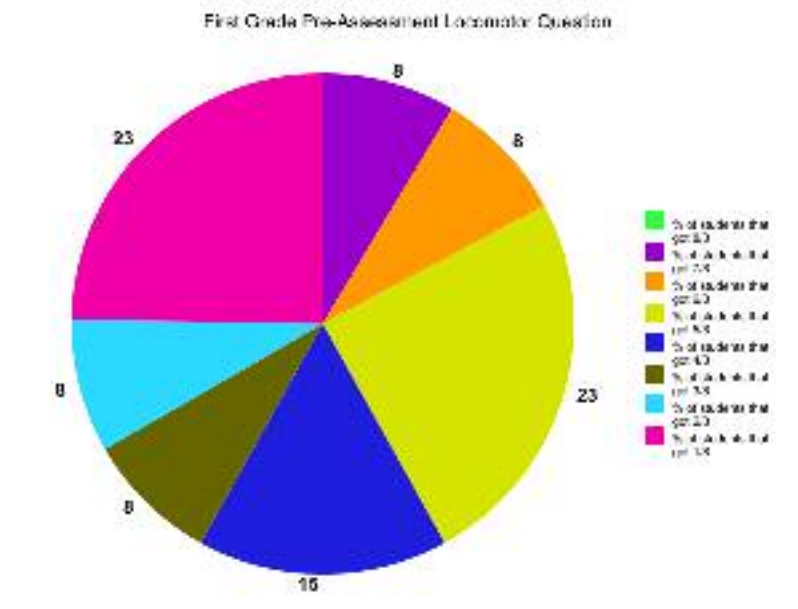
(nces.ed.gov/nceskids/createagraph)

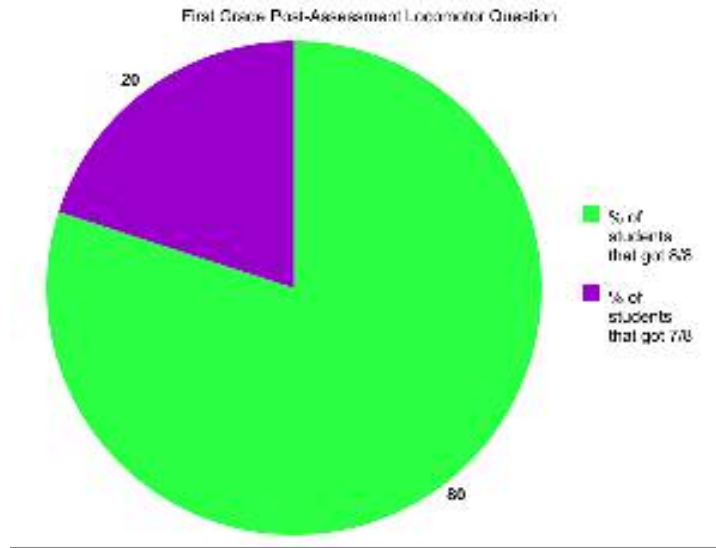
As you can see the percentage of students that could articulate on paper as well as verbally in class what tempo is increased by fifty-seven percent in just ten weeks of

instruction. I am happy to report that all of the percentages across the board in regards to drama and dance skills increased both on paper and in their performance based assessment. The pre-assessment class average was 68.6%, and ten weeks later the post-assessment class average jumped to 92%.

Their loco-motor skills increased, listening skills became better, and most children were able to articulate their feelings and instructional information more frequently and fluently once dance and drama was integrated into their core curriculum areas of instruction.

These graphs indicate how many students could execute and name all eight locomotors. The first graph is the pre-assessment and the second graph is the post-assessment. In the pre-assessment loco-motor question, not one student could list all eight loco-motor skills. In May when the post-assessment test was administered, eighty percent of this class could name and execute all eight loco-motor skills.





Second & Third Grade Assessment
 Creative Movement and Creative Dramatics Vocabulary

CREATIVE MOVEMENT VOCABULARY

What is a **Shape**?

Draw a **Symmetrical shape**:

Draw an **Asymmetrical shape**:

What is a **Loco-motor**?

List the eight locomotors we use in class:

Draw three different shapes at three different levels:
 Beside each shape, label the **level**:

DRAMA/CREATIVE DRAMATICS VOCABULARY:

What is a **plot** in a story or a play?

What is the **setting** in a story or a play?

What is a **scene** in a play?

What is a **tableau**?

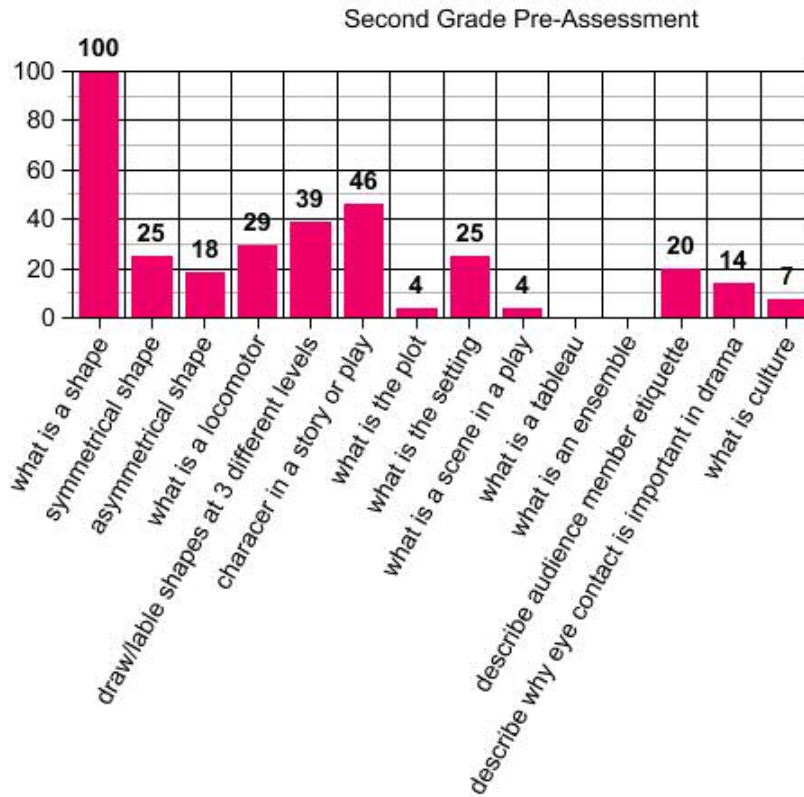
What is an **ensemble**?

How does an **audience member** behave while watching a live performance?

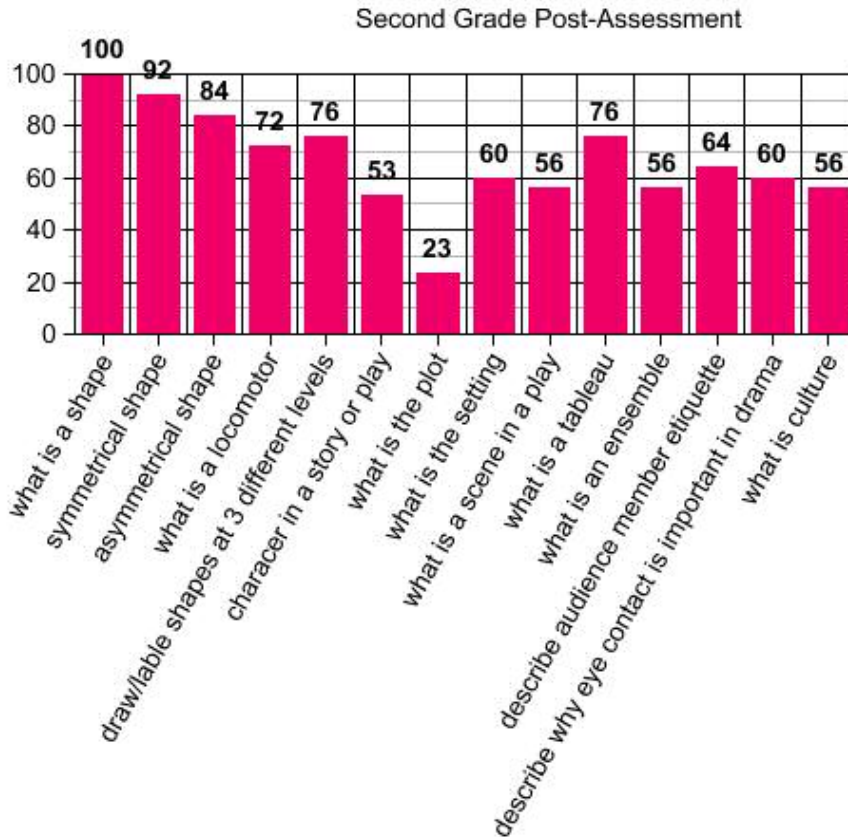
Why is **eye contact** important in drama?

What is **culture** to you?

Here are the statistics for a second grade class I taught. Their pre-assessment class average was 23.9% at the beginning of instruction and their post-assessment class average was 66.2% after ten weeks.



Pre-assessment class average: 23.64%



Post-assessment class average: 66.28%

Fourth & Fifth Grade Assessment

Creative Movement and Creative Dramatics Vocabulary

CREATIVE MOVEMENT VOCABULARY

Draw a **Symmetrical** shape:

Draw an **Asymmetrical** shape:

What is a **Loco-motor**?

List the eight locomotors we use in class:

Name a **Non-loco-motor** movement:

List and describe the **four elements of dance**:

Fifth graders, describe elements that surround the dance form: African American Step.
Fourth graders, describe elements of you Scottish dance:

DRAMA/CREATIVE DRAMATICS VOCABULARY:

What is a **narrator** in a story or a play?

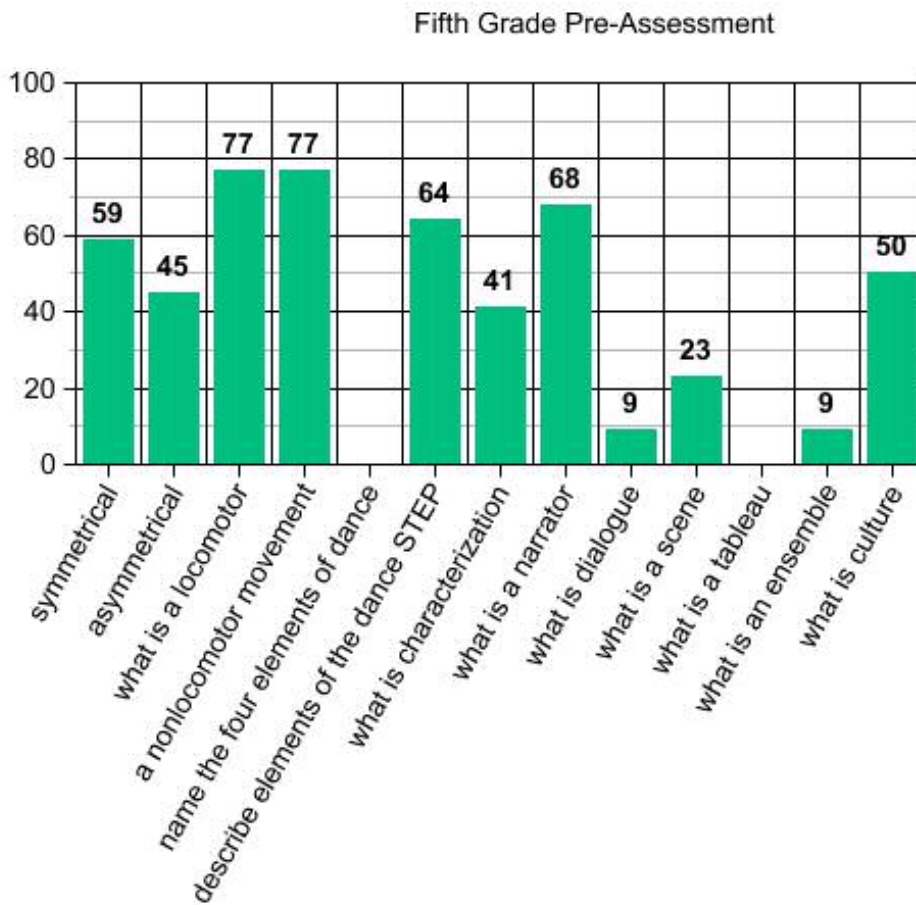
What is **dialogue** in a story or a play?

What is a **scene** in a play?

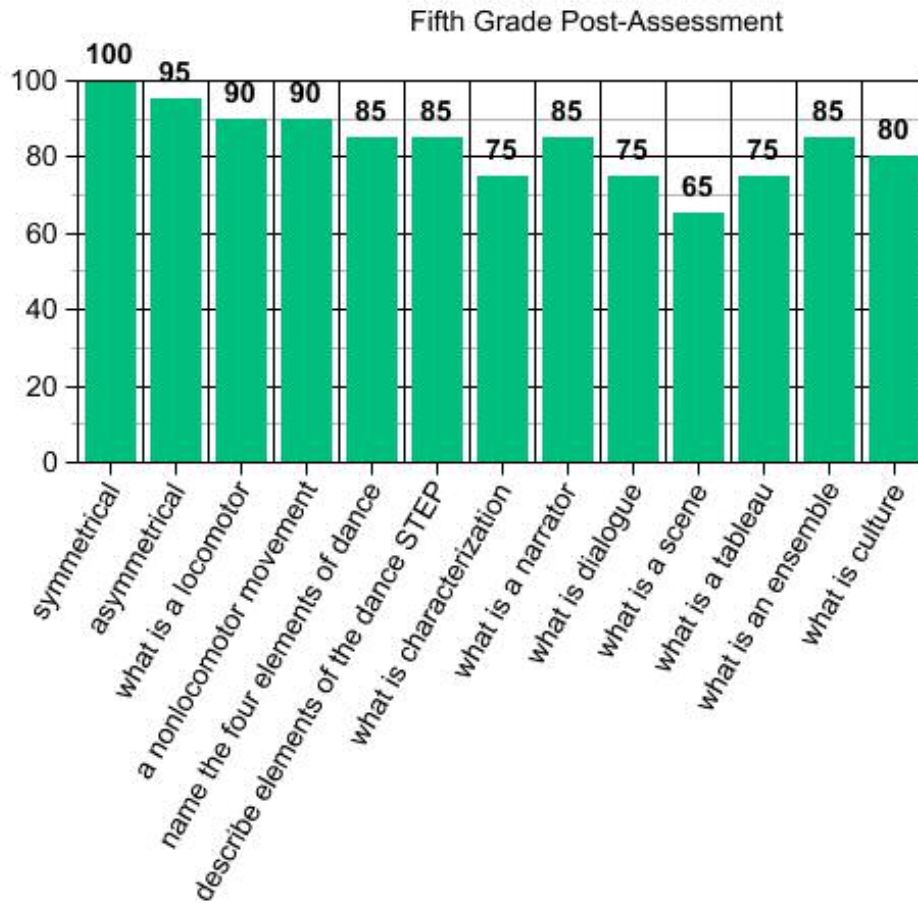
What is a **tableau**?

What is an **ensemble**?

What does **culture** mean to you?



Pre-assessment test class average: 40.1%



Post-assessment class average: 83.4%

This fifth grade class average after their pre-assessment test was 40.1%. After their post assessment test their class average went up by 43.3% making their class average after this class 83.4%. Articulating what culture is to them and their ideas about what culture represents is something I hope they will continue to assess and discover.

Conclusion

In conclusion, it was such a delight to work with this school and these amazing children. Over the course of the school year, I documented what my students gained from partaking in the creative drama and movement class: an understanding of the basic elements of dance and drama, as well as training in rhythm, musicality, and being able to express themselves through movement and role playing. I have found that with many students, especially those struggling with attention deficit disorder, the creative approach to dance and drama is particularly effective. It builds on the active minds and imaginations of these age groups without requiring specific movements at a level of physical control that is not developmentally possible. As Charles Fowler says, “the arts can humanize the learning environment.”

These lessons and graphs are just samples of the numerous plans that were written and taught at this educational institution. I hope this provides future educators who would like to implement dance and drama in the classroom on a regular basis a starting foundation and some creative ideas they can take further in their everyday instruction!