***Arts Integrated Lesson Plan***

***The Water Cycle and Dance***

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***Defining Details:***

• *Learning targets*:

* I can explain and execute the three different levels of dance.
* I can differentiate and execute two different types of movement in dance (locomotive and non-locomotive).
* I can identify different parts of the water cycle.
* I can understand what occurs at each step in the water cycle.

• *Grade Level*: Sixth Grade  
  
• *Time*:  90 minutes  
  
• *Grade Level Standards*:

Science Standards:

MS-ESS2-4 Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.

Dance Standards:

DA:Cr1.1.6 a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli .

DA:Pr4.1.6  a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.

DA:Cn11.1.6 Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.

• *Source Materials*:

<http://www.nationalartsstandards.org/sites/default/files/Dance%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

<http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf>

<https://www.csu.org/CSUDocuments/watercycleenchantedlearning.pdf>

MSU Instructor: Kaitlin Glause (Teacher Education: Introduction to Arts Education)

• *Teaching Materials*:

* Down Comes the Rain by Franklyn M. Branley
* Blank copy of the water cycle
* List of target vocabulary words and definitions

***Body of the Plan:***

**Engagement** (15min) - (engage first, inform next)

*Grouping:  small groups               Time:  10-15 minutes              Type: instruction/perform*

Tableau (adapted from Kaitlin Glause)

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| Purpose:  1. To introduce the water cycle.  2.  To kinesthetically and actively build experience and knowledge on a given subject. |
| Procedure:   1. Teacher divides students into groups based on class size (~5 per group) 2. Teacher gives a prompt (such as “today it’s raining!” or “today it’s snowing” 3. Students create a frozen pose based on the prompt, they must have every group member be in the picture. 4. Teacher prompts the follower(s) to think of one word or phrase that goes with their frozen pose (such as “cold”, “wet”, etc) 5. Students say their phrase in their frozen pose until the next prompt is given. |

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| Which “learners” benefit:  *·      Visual – making shapes*  *·      Auditory – relating verbal element to visual*  *·      Kinesthetic – build related shapes* |

2. **Building Knowledge** (15-25min) - (teacher facilitated)

Part 1 - Class discussion (10 minutes)

* Engage students in a class discussion about what we know about the water cycle (write the new vocabulary words that arise in conversation)
  + Does water move throughout Earth in a certain way?
  + What ways does water move?
  + What causes rain?
  + What else do we know about the water cycle?
* *This is a time for exploration. Students need not come to conclusions at this point, but this is to help students become more interested in the lesson. The Read Aloud will cover more in depth the answers to these questions.*

Part 2 - Read Aloud (10  minutes)

* Teacher reads *Down Comes the Rain* by Franklyn Mansfield Branley (illustrated by James Graham Hale).
* Teacher leads follow up discussion about what we now know about the water cycle from this book and adds more vocabulary words to the board building off the previous discussion.
  + Teacher draws the water cycle on the board leaving blanks for students to fill in based on their new knowledge after reading *Down Comes the Rain*

Part 3- Dance Introduction (5 minutes)- (entire class mirroring activity)

    -Discuss three different levels- Students mirror the teacher in low, middle and high levels

    -Teacher moves locomotivly and nonlocomotivly- class discusses the difference

        -Examples of locomotor movement- running, jumping, skipping, crawling

        -Examples of non-locomotor movement- shaking, spinning, extending, bending

Internal Assessment:

* What are the stages of the water cycle?
* Where does each stage of the water cycle occur?
* Why is the water cycle important?
* What drives the water cycle?
* What are the three levels of dance?
* What is locomotive movement?
* What is non-locomotive movement?
* Do different stages of the water cycle occur on different levels? (low-underground, middle- on surface, high- atmosphere)
* How can you use dance to represent the movements through the water cycle?

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3. **Exploring** (20 min) - (student facilitated)

“Now that we are familiar with the life cycle of water, let’s explore how we can represent this movement of water through dance; incorporating the three levels, and locomotor and nonlocomotor movements.”

* Split students into groups (8-10 students per group)
* Students will discuss among themselves about how they want to represent the water cycle through tableaux (students need to use every person in their group, create a still picture, and a moving picture)
* Groups are required to use the levels of dance and locomotor and non-locomotor movements.
* Give students time to create and practice, as they will share with the class.

- Formative Assessment (how will you assist/coach/guide students as they explore?)

* Teacher will walk around to each group during this activity, assisting in answering any questions students may have.
* Dress rehearsals will be required. The teacher will get to preview the student’s performance and suggest changes before final performances.

4. **Sharing** (20 min) - (student facilitated feedback)

* Each group performs for the class one at a time
* Start with the still picture
* When indicated by teacher, students will use their moving picture to demonstrate the water cycle (locomotor and non-locomotor)
* Students in the audience give the group performing feedback after their performance- things they did well and things they can work on
* After performing the group will be asked to explain their performance and point out where they used levels, locomotion, and non-locomotion

- Internal Assessment (how will you guide students in giving appropriate feedback?)

* What three levels of dance were demonstrated during the performances?
* How was locomotor movement used?
* How was non-locomotor movement used?
* How were the different parts of the water cycle represented?
* Was it clear how the levels of dance connected to the levels of the water cycle?(low- underground, middle- surface, high- atmosphere)

**Evaluating** (10 min) - (refers directly back to the learning targets to assess their understanding of the lesson's concepts - what evidence do you have that students have met the learning targets?)

* Did each group demonstrate all three levels of dance?
* Did each group demonstrate both locomotive and non-locomotive movements?
* Did each group represent an understanding of the different parts of the water cycle?
* Did all members participate?
* Did the audience give adequate feedback that demonstrated their understanding?

**Before or after the lesson**: (ideas to introduce or extend the lesson)

* Groups take their feedback and use it to improve their performance.

MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

* Ask students using this standard to relate the water cycle to this concept and adjust their tableaux in doing so.

**Vocabulary**:

* Water Cycle
* Precipitation
* Evaporation
* Transpiration
* Condensation
* Surface runoff
* Saturation
* Locomotor
* Non locomotor
* Levels of dance
* Global Warming
* Groundwater

