# Weather Dances

**Topic, or Concept, and Goal** (if the lesson is part of a learning experience or a unit plan)

Weather Pattern Dances – a Creative Lesson

| **Grade** | **Class/Lesson Number** |
|---|---|
| Grades: 6-8 | 50 Minute class |

**State Dance and/or Physical Education** (dance) **Standards**

Virginia Dance Arts Standards of Learning does not have a standard concerning curriculum integration.

VDOE Science Standards – 6th grade

**Force, Motion, and Energy**

6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on the Earth's surface. Key concepts include:

a) the motion of the atmosphere and the oceans;
b) cloud formation; and
c) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.

**National Dance Society *National Dance Education Standards Framework***

**Strand(s) 6**

**Standard(s) Dance, arts, and media literacy in interdisciplinary learning**

**Performance Indicator (6-8)** design a dance study and explain how parts of the study illustrated the steps in a math, science, or another discipline process

**Learner Objectives or Outcomes** (must include one "real world" objective or outcome for assessment)

**Psychomotor:** Students will work in small groups and will collaborate to create a movement study about weather. Students will understand that they are a part of the universe

**Cognitive:** Student will embody the physical characteristics of various weather patterns (earthquakes, thunder and lightning, and hurricanes) by understanding the scientific vocabulary and movement patterns of weather

**Affective:** Utilize the Elements of Dance to develop movement qualities to create a small group dance that mimics the weather

| Rubric | Exceptional (4) | Accomplished (3) | Developing (2) | Beginning (1) |
|---|---|---|---|---|
| **Psychomotor** | Student collaborates well with group and contributes ideas to the process, even taking on a leader role. | Student collaborates with group and contributes some ideas to the process. | Student cooperates with the group but does not contribute any or few ideas (may complain about no one listening to them). | Student does not cooperate with the group and does not contribute (may even sit out). |
| **Notes:** Use a warm-up demonstrating the elements of dance. Use the analogy of hogs, bogs, and logs to describe the collaborative process. | | | | |
| **Cognitive** | Student consistently chooses movement material from the "Elements of Dance" that accurately demonstrate their weather patterns. Movement phrase is fully developed with a beginning, middle, and end. Seamless transitions as the movement develops. | Student chooses movement material from the "Elements of Dance" that demonstrate their weather patterns fairly well. Movement phrase is developed with a beginning, middle, and end with good transitions. | Student rarely chooses movement material from the "Elements of Dance" that demonstrate their weather patterns. Movement phrase is flat and not well developed. | Student does not choose movement material from the "Elements of Dance." Movements do not demonstrate their weather patterns. Movement phrase is not developed. Movement transitions are weak. |
| **Notes:** Can use the four-fold concept map to structure the choreographic design. | | | | |
| **Affective** | Student will be able to self and peer assess utilizing proper vocabulary for both dance movement and weather pattern. Student can easily recognize weather patterns within another group's movement phrase. | Student will be able to self and peer assess utilizing proper vocabulary for both dance movement and weather pattern most of the time. Student can recognize weather patterns within another group's movement phrase most of the time. | Student will be able to self and peer assess utilizing but without using proper vocabulary for both dance movement and weather pattern. Student unsure of weather patterns within another group's | Student cannot verbalize either a self and peer assess. Student cannot recognize weather patterns within another group's movement phrase. |

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|---|---|---|---|---|
| | | | movement phrase. | |

## Materials, Resources, Space Requirements, and Suggested Music

**Suggested Music:**
Andreas Vollenweider – The White Winds (Hurricane)
Bassnectar – Boomerang (for Thunder and Lightning)
Phil Collins – Droned (earthquake)

## **Vocabulary terms** (with definitions)

Winds – the flow of gases across the earth's surface create the movement of air caused by a change in atmospheric pressure.

breeze – a gentle wind

gale – a strong wind

storm – a heavy winds that brings a storm and high waves

hurricane – a storm with a violent wind, generally traveling in a cyclone pattern usually accompanied by rain, thunder and lighting

Earthquake – shaking, shifting, upheaval, waves, tremor, tectonic plates, earth's crust

Thunder and Lightning – channel, spark, electricity, positive, negative

## Dance Lesson Instruction

The **dance lesson instruction sequence** includes **Introduction** or **Warm-up** (time), **Exploratory Experiences** (time), **New Material** (time), **Recap of Learning** (summary) and **Cool Down** (time), **Closure** (time), and **Assessment** (time). Timing of dance lesson sections may be determined by the teacher.

Each of these instructional topics **may** require **management** (diagrams), **transition** (between each lesson component place and content), **teaching process** (the how), and **teaching points or cues** (technique or music).

Teacher's pre-assessment of the students in class is ongoing observation and assessment throughout the dance instruction sequence.

### **Introduction/Warmup** (5 minutes)

Structured improvisation reviewing "Elements of Dance"
**Management:** Student listen to verbal ques and respond.

**Teaching Process:** Review: CATS (curved, angular, twisted, and straight shapes)
Pathways (curved, straight, zig-zag)
Effort (heavy, bound, light, quick, slow)
Levels (high, middle, low)

## Exploratory Experiences (30 minutes)

Warm-up; play with movement corresponding to vocabulary; work in small groups by like interest.
**Management:** Remind students of the hog, bog, log rule. If necessary, we can establish working norms of acceptable behavior while collaborating.

**Teaching Process:** Give out vocabulary words and cue students to respond to vocabulary words through movement.

## New Material (10 Minutes)

Vocabulary

## Recap of Learning and Cool Down (15 minutes)

Students will show what they have created during class and receive feedback for next class.
**Management:** Depending on time, either only the teacher will give feedback; if time, we can peer assess by giving "a hug and a wish."

## Closure and Assessment (20-30 minutes, depending on class size)

This lesson will probably take at least two sessions. Once project is complete, students would be assessed on the final product.

**Assessment:** See rubric and review for informal assessment or use the rubric for formal formative assessment. Assessment plan (informal, formative) must include one "real world" assessment.

After students have been grouped by interest (hurricane, thunder and lightning, or earthquake), students will create a short movement study based on the vocabulary words associated with their chosen weather pattern. Utilizing the "Elements of Dance," each group will select three to four elements that best works with the weather vocabulary:

Energy Qualities -vibratory, sharp, smooth
Space and Pathways - circular, zig-zag, straight
Relationships – under, over, around, through
Time – slow/sustained, quick).

The Movement study must have a beginning, middle, and ending, and there should be some resolution in the end (does the storm dissipate?) (Formative)

Students will write a short "exit ticket" reflecting on how they feel that they fit into the universe as a whole and how storms make them feel (informative).

**Extensions** (Interdisciplinary topics, special populations such as Gifted and Talented, inclusion of individuals with disabilities)

1) Have students select their own, appropriate music or write percussion score.
2) Have students conduct their own research on their weather pattern. Develop a creative introduction to provide information to viewer (i.e., a "Weather Report" that coveys what is happening with the weather pattern and what residents need to do to prepare for it or in the aftermath of the weather storm, what actually occurred)
3) Have students film "Presentation" and Dance and make available to other classes for a "hook"

**Lesson Reflection and Next Teaching Steps**

Add music. Have students reflect on feedback and make necessary revisions for final showing.

Instructor's name: Mary Ann Laverty