

## **ICARE Project**

- ❖ **Schools in Motion -Partnership between Emile deSauze Elementary School, Louis Agassiz Elementary School and artists from Young Audiences of Greater Cleveland**
- ❖ **Lesson Plans from Emile deSauze School, second grade**
- ❖ **Classroom teacher - Laurel Kushner  
Dancer - Heidi Selz**

### **Unit - Habitats**

*Objectives:*

1. Explore and categorize a variety of living things.
2. Discover and investigate the interdependence of organisms.
3. Discover and explore the concept of habitat as an area where organisms meet basic needs.
4. Discover and investigate ways in which organisms react to environmental changes within their habitats.

### **Pre-week 1**

Introduction questionnaire about habitats/basic needs.

Group given picture card of organism (snake, dog, fish, frog, cat, bird). Write what it needs to survive.

Discuss basic needs (food, shelter, water, air, light, space).

Categorize needs of organism into these categories.

### **Week 1**

#### **Classroom-**

- Look at cards and needs. Anything missing from own list? Add to bulletin board. What does place where organism lives look like? Which could live in same type of place? Which could not?
- Discuss habitat of humans. Make own map of school where these needs are met. Is our school a complete or incomplete habitat?

- Play observation game to practice looking for details to improve observation skills.

### **Dance-**

- Name game (name with gesture, repeat 3 times)
- Discussion- overview of lesson. Introduction of concept of locomotion including definition, methods of, and qualities.
- Moving around the room- introducing freeze, bringing to life the responses from above, put counts to locomotion.
- Talk about how each of the animals (i.e. giraffe, eagle, elephant) would move.
- Introduce concept of body shaping, including all the different shapes our body can make.
- Introduce levels (high, medium, low).
- Composition- talk about group shape, including locomotion, quality, level choice, and count/shape.
- Audience/performer relationship.
- Closing circle with relaxation exercise.

### **Week 2**

#### **Classroom-**

- Read Bringing the Rain to Kapiti Plain.
- Discuss animals and types of habitats.
- Make a chart of places where we have our own basic needs met.
- Write in journal what was learned in dance.

### **Dance-**

- Name game with gesture.
- Standing in neutral, play eye focus game.
- Discuss what was learned last session (locomotion, shape, levels).

- Introduce pathways (describe circular, linear, zigzag).
- Around the room- students will try each pathway with their choice of locomotion.
- Add specific locomotion, qualities and levels.
- Students grouped in 4's will try pathways in a lead and follow manner.
- Students in smaller groups will create their own movement studies. What must be shown: your animal sleeping, waking up, gathering food, and eating.
- Closing circle with stretch.

### **Week 3**

#### **Classroom-**

- Write in journals what has been best liked to date in terms of the dance unit.
- Spelling words/habitat word.
- Note dance studies with words and pictures.
- Observation activity with partner.
- Outside, draw what is seen inside hula hoop.
- Rest of class plays circle game with object. Must give one characteristic of object passed around.
- Homework- habitat words in ABC order, then used in sentence.

#### **Dance-**

- Be able to answer the following questions:
 

Where does your animal live?	Group of animals:	Ostrich
How does it sleep?		Elephant
What and how does it eat?		Giraffe
What are its predators?		Zebra
What does it prey upon?		Lion
		Cheetah

#### **In studies-**

- Show the shelter or sleeping environment of your animal.

- Make a connecting shape being the shelter or environment.
- Transition into a pack, herd, family, pride, or school.
- Travel in unison in a given pathway to gather or attack your food.
- After eating food, travel in unison using a different mode of locomotion to exit stage.
- Work on transition and group timing.

#### **Week 4**

##### **Classroom-**

- Read book n insects.
- Go outside with group to dig in designated area.
- Put minibeasts and anything around it in box.
- Draw what is seen/found inside hoop.
- Inside, pass around boxes to observe each other's minibeasts.
- Write what own minibeast in box would use for food, water, shelter, space (how much, etc.).
- In library, each group does research on an assigned animal of the African plains including movement, diet, hunting and shelter.

##### **Dance-**

- Work on third study.
- Watch video and discuss how to refine movement. Are the necessary concepts about animal getting across.

#### **Week 5**

##### **Classroom-**

- Sing song about habitats and insects.
- Watch the insect video.
- Make graph of insects found the week before.

- Read book on insects. Draw habitat. Label needs in picture.
- Watch video on African animals
- Retell Bringing Rain to Kapiti Plain.

#### **Dance-**

- Work on a fourth study.
- Refine elements discussed previously.
- Week 6
- Classroom-
- Finish Habitat picture.
- Test on habitats.

#### **Dance-**

- Using stuffed animals, play game of throwing animals back and forth in circle and naming a classification or characteristic.
- Piece together final dance.
- Review elements of being a performer (wait for music to begin, be quiet, clarity of movement, bowing).
- Work in groups and review studies.
- Begin Choreography.
- Closing circle with relaxation exercise.

#### **Week 7**

#### **Dance-**

- Finish choreography and rehearse.

#### **Week 8**

#### **Dance-**

- Rehearse for final performance.

**Final performance-**

- The final performance was an engaging and lively dance where the students, in groups, performed a choreographed dance exemplifying their animals including habitats, food, sleep activities, and hunting/hunted activities.
- The students also presented themselves in a name exercise.
- All curriculum concepts were included as well as the dance concepts of locomotion, levels, qualities, and timing.

# Warm Up and Cool Down

## Warm up

- Standing in parallel first, wiggle your fingers up to the sky, reach long (flat back) to the middle of the room down to your toes. Squat your hips down and lift your hips up, reach your hands back to the middle of the room and up to the sky bring your arms down by your side. Tilt your head forward and back, roll your shoulders in a circle to the back and as your fingers reach to the floor go up on your toes.
- Repeat this two times with the above verbal cues then ask the students to perform it with you in silence.

*★This is a great place to introduce the concept of unison, visual cues and counted cues*

### **Introduction of counts and tempo:**

- Assign counts to the warm up, every action receives two counts except for the last four
- Arms up for 2
- Flat back over for 2
- Stretch hips up for 2
- Reverse flat back for 2
- Arms down to side for 2
- Head forward for 1
- Back for 1
- Shoulder circle for 1
- Releve for 1

*☆ After phrase has been introduced at a medium tempo have students try it at a slow tempo and a fast tempo that accelerates over three times.*

## Cool Down

- Have students repeat warm up using inhalation and exhalation at a slow tempo.
- Have students lie on their backs and talk them through a relaxation process.
- Have students place their hands on their chest and with a whisper count to a certain number (I use 5) concentrating on the vibration their voice makes in their hand.
- When leaving the classroom I say look up, look down, look left, look right, look at your teacher.

# Action Words

## **TOOLS:**

Action word cards

C.D. Player

Music with medium tempo 8 counts

## **Lesson:**

- ☆ Students are led through an improvisation using the action word card. The dancer calls out the word while holding the card in view of the students. After the students have a minute or so to explore the action the card is placed on the floor. Each action is done in this way ending with the cards forming a large circle in the room. The students are given 8 counts to "creep" to a word; each word may only have one student. This is repeated two more times. The students then pick up the third card they come to.
- ☆ Students are divided into groups of four. Each student comes to the group with the final action word chosen. Movement studies are created by each student making an 8 count phrase for their action word. Each phrase is taught to other group members making a combined study of 32 counts. Studies are then performed for other groups.

## **Amendments:**

- ☆ If students are too young or disorderly to work in small groups a class phrase can be built with 4 action words selected by the dancer.
- ☆ If students are old enough the sequence of the study can be determined by alphabetical order.
- ☆ In addition, the counts assigned to each phrase can be chosen by students.

## **Layering:**

- ☆ After initial studies are created students can add level changes, facing changes, cannon and qualitative changes such as sharp, smooth, quick, sustained, large, small, bound and free.

# Habitat Lesson Plan

GRADE 2

SCIENCE/EMILE B. deSAUZE ELEMENTARY

LAUREL KUSNER AND HEIDI SELZ

## CIRCLE TIME

- The name game: As students state their name they make up a gesture and the entire class repeats. A gesture is a non-locomotive movement.
1. This activity allows students to create their own movement ideas. They have immediate ownership of the movement when it is accompanied with their name. It also enables them to see other students and teachers not only accept their ideas but also perform them.

**General body warm up:** A simple stretching activity to build kinesthetic awareness. A standard warm up can be utilized or an improvised warm up depending on day and needs of the students (once students are familiar with procedure they may also take over instruction of the warm up).

- This activity exposes students to some technical movement training. It affords the opportunity to see what being a dancer involves, while enhancing self control, body awareness and leadership qualities (when students lead the warm up).

**Focus game:** Standing in a circle students practice concentration and self-control. Walking clockwise as an ensemble, students keep their eyes focused on the middle of the circle. As one person (not designated) makes the choice to reverse the direction of the circle others follow that initiation and in unison the circle reverses direction.

- Focus games such as this teach students the skill of non-verbal communication. It also sets an equal ground concept within the classroom. Since any student or teacher can instigate the change of direction, it puts across the message that your idea is as equal and valid as mine or the next persons.

## CENTER WORK

- Review terminology and movement tools needed for work time.
  - Traveling/freezing
  - Growing/shrinking
  - Opening/closing
  - High/mid/low levels
  - Circular/linear pathways
  - Single/group (partner shapes)
- Students will be led through an improvisation utilizing movement tools mentioned above. Clarification of movement through counts and phrasing will be emphasized.

- This portion of the class can be used to show a model of how students should use work time. By collecting ideas from the group, a class study is developed. Timing, pathways, directional changes and movements will be decided by students. By adding music to these choices, an elaborate study is developed.

### **WORK TIME**

- Each lesson should include work time. Students are divided into groups or squads, and work among themselves for 5-20 minutes. Work time should produce a movement study. Movement studies are presented to classmates.
- Habitat work time: According to reports completed with classroom teacher (see handout) students are to do movement studies based on research.
  - Where does your animal live?
  - How does it sleep?
  - What and how does it eat?
  - What are its predators?
  - What does it prey upon?

### ***Habitat movement studies should include:***

1. Showing your animal sleeping in its home.
  - Environment can be built using shapes of different levels and single and group shapes to depict trees, shrubs, caves etc.
2. Transition into a pack, herd, family, pride or school.
  - Transition should include growing, shrinking, opening or closing movements to bring dancers into a unison position.
3. Traveling to get and eat food, may be plants or animals that are eaten.
  - Must include a chosen pathway where students travel in unison along that pathway.
4. Being hunted by a predator.
  - Sudden movements should be utilized in order to show animals being hunted by larger animals or even humans. This portion of study should also provide a visual conclusion for the viewer.

### **SHOWING TIME**

- Students will show the products of their work time. Discussion will take place to see if audience members (classmates) were able to depict phrasing, the four sections that were to be included, and if unison was visible.

### **SELF ASSESSMENT/JOURNAL TIME**

- At the end of each class students will write in their journals. First will be a notation whether through pictures or words of their movement studies. Second will be a self-evaluation for their work.

-Did I meet all of the objectives for the work time?

-Did I give and receive ideas while working with my group?

-Did I do my very best while presenting my movement study with my group?