

## Seattle Public Schools Arts Lesson Plan

(lesson plan template by Arts Impact)

<b>Arts Discipline:</b>		<b>Dance</b>	
<b>Infused Discipline:</b>		<b>Music</b>	
<b>Grade Level:</b>	4-5	<b>Title:</b>	<b>ABA Form Dance</b>
		<b>Author:</b>	<b>Debbie Gilbert, Whistlestop Dance Company</b>  gilbertmcmullen@comcast.net http://whistlestop-dance.com
<b>Enduring Understanding:</b>		Developing a dance or musical work in which there are three parts, where the beginning and ending are the same and the middle is different, creates an ABA form.	

### Target Learnings and Assessment Criteria

<b>Target:</b>	Choreographs a dance in the ABA form.
<b>Criteria:</b>	Creates one movement sequence that uses locomotor movements; creates one movement sequence that uses non-locomotor movements; creates a dance using these two movement sequences in a 3-part form where the beginning and the ending are the same and the middle is different; includes a clear beginning shape and a clear ending shape.
<b>Target:</b>	Performs the dance.
<b>Criteria:</b>	Uses space fully; uses full energy throughout the performance; maintains focus and concentration throughout the dance; performs without any interruptions or unintended stops.
<b>Target:</b>	Responds to the dance.
<b>Criteria:</b>	Identifies the "A" section as either locomotor or nonlocomotor; describes the movement sequence that corresponds to the "A" section of the dance; identifies the "B" section as either locomotor or nonlocomotor; and describes the movement sequence that corresponds to the "B" section of the dance.

### Instructional Strategies

#### **Introduction to Arts-Infused Concept through Classroom Activity:**

- Introduce the ABA form in music.
- Discuss movement safety and make (or review) classroom agreements for moving safely and creatively.
- (optional) Teach **Half and Half** (p. 70), or **Follow the Leader** (p. 73) or **8 Count Movement Phrases** (p. 101) from the *Elementary Dance Curriculum Model* to introduce and explore locomotor and non-locomotor movements.
- (optional) For an additional way to introduce ABA form, see **Word Cards** (p. 76) in the *Elementary Dance Curriculum Model*.

#### **Day One**

1. **Leads students in *BrainDance* warm-up.** Infuses the Braindance with ABA form. (Originally developed by Anne Green Gilbert, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors.*) **Music: "Up and At 'Em" #11 from *Music for Creative Dance, Volume IV*, by Eric Chappelle.**

Breath: Inhales and exhales. Repeats. *Prompts: Your muscles and your brain need oxygen, so inhale through your nose and exhale through your mouth.*

Tactile: Taps hands. Taps body lightly from head to toe. Taps hands. *Prompts: Tap your hands. Tap from your head to your feet. Tap your hands.*

Core-Distal: Gradually increases the size of the body, growing from the center of the body into a large shape and then shrinking back into a small shape. Repeats. *Prompts: Grow and shrink up and down a few times. Now when you grow, tilt your big shape to the side. Repeat that a few times. Go back to growing and shrinking up and down.*

Head-Tail: Curls the body forward from head to tailbone. Curls it backwards. Repeats forward and back. Curves from side-to-side several times. Repeats forward and back. *Prompt: Curl forward and back. Curl side to side. Curl forward and back.*

Upper Half and Lower Half: Stabilizes the lower half of the body and only the top half dances. *Prompts: The top half of your body is in motion, while the lower half is frozen. Dance with your arms, then your shoulders, then your arms.* Stabilizes the upper half of the body. Only the lower half dances, staying in one spot. *Prompts: The lower half of your body dances, while the upper half is frozen. Dance with your legs, then your knees, then your legs.*

Body-Half Right and Left: Stabilizes the left side of the body and only the right side dances. Repeats on the opposite side. *Prompts: Your left side is frozen and only the right side dances. Use your right arm and leg to dance up and down, then to the side, then up and down again. Now the right side is frozen; repeat the movements on the left side.*

Cross-Lateral: Reaches across the body with one hand and then the other. Repeats several times. Explores other cross-lateral movements, e.g. elbow to opposite knee or hand to opposite foot. *Prompts: With your arm, reach across from one side to the other. Touch your elbow to your opposite knee. With your arm, reach across from one side to the other.*

Eye Tracking: With eyes, follows motions of the thumb as it moves in different directions. Repeats with other thumb. *Prompts: Keep your eyes on your thumb as it travels smoothly from side to side, then up and down, then side to side again.*

Swing/Vestibular: Swings several times. *Prompt: Swing forward and back, then side to side, then forward and back.*

Spin/Vestibular: Freezes in a shape. Turns clockwise, then reverses direction. Stops and freezes in a shape. Repeats. *Prompts: Glue your arms to your sides. Freeze. Turn. Go the other way. Freeze in a shape. Turn. Go the other way. Freeze in a shape. Inhale. Exhale.*

**2. Introduces/reviews the ABA form.** *Prompts: How did we use the ABA form in the BrainDance today? Discusses examples of ABA form in the BrainDance. Prompts: When you create a dance or piece of music in the ABA form, the beginning and the end are the same and the middle is different. We'll be creating a dance today in the ABA form using locomotor and non-locomotor movements.*

**3. Introduces/reviews and explores locomotor and non-locomotor movements with Move and Freeze.** Plays drum and other percussion instrument to cue exploration. *Prompts: Non-locomotor movements stay in one spot and locomotor movements travel through the empty space in the room. When you hear the shaker, do a non-locomotor movement like shake or stretch. When you hear the drum, do a locomotor movement like jump, or skip. You can look at the dance word chart for ideas. When you don't hear an instrument, freeze in a shape. Make sure you always have empty space around you.*

**4. Directs students in the choreography of an ABA dance using locomotor and non-locomotor movements as a whole class.** Explains how contrast between the "A" and "B" sections makes the dance more interesting. Describes how this dance needs a beginning and ending shape. Demonstrates how to notate the dance on an ABA Choreography Worksheet (a master is included to be enlarged). *Prompts: We are going to work together to choreograph an ABA dance. We'll need contrast; so the "A"*

section will use either locomotor or non-locomotor movements. The "B" section will be the other type of movement. We'll need a beginning and ending shape. The dance will be short, with about 10 seconds per section. I'll write down our choices on the ABA Choreography Worksheet.

**Music:** "ABA Dance #1", "ABA Dance #2", or "ABA Dance #3", from *Dancing Music*, Debbie Gilbert

**5. Guides students in rehearsal of the dance.** Describes criteria for performance. *Prompts: When you perform the dance, it is important to use the space fully. When you do your locomotor movement really travel through the space. Use your full energy throughout the performance; don't be limp or floppy. Focus and concentrate. Perform it without interruptions or unintended stops. Let's practice it several times, so we can do our best.*

Embedded Assessment: Criteria-based room scan

**6. Lead students through a performance of the ABA dance.** Discuss performer and audience roles and behavior. Directs half of the class to perform and half to be the audience, then switches roles.

Embedded Assessment: Criteria-based room scan

**7. Facilitates student reflection.** *Prompts: Ask yourself: were you able to perform our dance without stopping? Did you use the space fully? Did you use your full energy? Did you focus and concentrate? Did you hold your beginning and ending shapes long enough? Let's discuss how our dance showed contrast between the "A" and "B" sections.*

Embedded Assessment: Criteria-based self-assessment and group reflection

## Day Two

**1. Repeats the *BrainDance* warm-up infused with ABA form.**

**2. Describes the ABA choreography task** and then divides the class into small groups. *Prompts: Last time we created an ABA dance as a whole group. Today we will do the same process in small groups. The "A" section will use either locomotor or non-locomotor movements. The "B" section will use the other type of movement. You can look at our dance word chart for ideas. Put the movement sequences into an ABA form. You'll need a beginning and ending shape. Notate your choices on the student response sheet.*

Embedded Assessment: Criteria-based student worksheet

**3. Guides students in rehearsal of their dances.** Reminds them of criteria for performance. *Prompts: When you perform the dance, it is important to use the space fully. When you do your locomotor movement really travel through the space. Use your full energy throughout the performance; don't be limp or floppy. Focus and concentrate. Perform it without interruptions or unintended stops. Practice it several times, so you can do your best.*

Embedded Assessment: Criteria-based rubric

**6. Leads students through performing and responding.** Reminds them of expected performer and audience behavior. After each group performs, asks audience to describe the "A" and "B" sections of each dance. *Prompts: (before) Performers, what do you expect from your audience? Audience, what do you expect from your performers? (after) What did the dancers do for the "A" part of the dance? What did the dancers do for the "B" part of the dance?*

Embedded Assessment: Criteria-based rubric and peer assessment

**7. Asks students to assess themselves using the Student Self-Assessment Worksheet.**

**Congratulates students on their roles as choreographers, performers, and audience.** Describes effective choices observed.

Embedded Assessment: Criteria-based self-assessment

**Extended Classroom Lessons/Activities:**

- Implement the **Wild Wonderful Weather** dance CBPA.
- Explore **ABA Dances** (p. 110) in the *Elementary Dance Curriculum Model*.
- Use the ABA form with contrasting dance concepts (e.g. low/high level, fast/slow speed, smooth/sharp energy).
- Create dances using the ABACADA form, often used in pop music. The ‘A’ is like a spacer bead on a necklace. Notate or chart the music. Choreograph a group dance.
- Explore theme and variations, motifs, and rounds in music and in dance.

Vocabulary	Resources: Community Connections	Classroom, Visual Arts or Performing Arts Materials	WA Essential Learnings
<ul style="list-style-type: none"> <li>• ABA form</li> <li>• locomotor movements</li> <li>• non-locomotor movements</li> <li>• choreography</li> <li>• shape</li> <li>• performer</li> <li>• audience</li> </ul>	See cultural resources list.	<ul style="list-style-type: none"> <li>• CD player or music system</li> <li>• <i>Music for Creative Dance, Volume IV, Eric Chappelle</i></li> <li>• <i>Dancing Music, Debbie Gilbert</i></li> <li>• drum and shaker or other percussion instrument</li> <li>• dance concept chart</li> <li>• ABA Choreography Worksheet (one for the demo, and one for each small group)</li> <li>• Student Self-Assessment Worksheet (one for each student)</li> </ul>	<p>AEL 1.1 concepts:</p> <ul style="list-style-type: none"> <li>• Dance: creates movement sequences using ABA form</li> <li>• Music: Identifies and creates using simple musical forms (ABA)</li> </ul> <p>AEL 1.2 skills and techniques:</p> <ul style="list-style-type: none"> <li>• Dance: performs an original dance from memory</li> </ul> <p>AEL 1.4 skills and techniques:</p> <ul style="list-style-type: none"> <li>• applies audience skills</li> </ul> <p>AEL 2 artistic processes:</p> <ul style="list-style-type: none"> <li>• creates, performs, responds</li> </ul> <p>AEL 4.1 connections:</p> <ul style="list-style-type: none"> <li>• demonstrates and analyzes connections among arts disciplines</li> </ul>

# ABA CHOREOGRAPHY WORKSHEET

Student names:		Date:
Is the "A" section locomotor or non-locomotor?	Is the "B" section locomotor or non-locomotor?	
Describe the movement in your "A" section.	Describe the movement in your "B" section.	

## ABA Dance Student Self-Assessment Worksheet

### Choreography Rubric

- 4-point response: The student completes all of the required tasks:
- creates one movement sequence that uses locomotor movements
  - creates one movement sequence that uses non-locomotor movements
  - creates a dance from these two movement sequences that is in ABA form
  - includes a clear beginning shape and a clear ending shape.
- 3-point response: The student completes three of the tasks.
- 2-point response: The student completes two of the tasks.
- 1-point response: The student completes one of the tasks.
- 0-point response: The student shows little or no understanding of the task requirements.

### Performance Rubric

- 4-point response: The student meets all of the four task requirements listed below:
- uses space fully
  - uses full energy throughout the performance.
  - maintains focus and concentration throughout the dance
  - performs without any interruptions or stops
- 3-point response: The student meets three of the requirements.
- 2-point response: The student meets two of the requirements.
- 1-point response: The student meets one of the requirements.
- 0-point response: The student meets none of the task requirements.

### Response Rubric

- 4-point response: The student completes all of the required tasks:
- identifies the "A" section as either locomotor or nonlocomotor
  - describes the movement sequence that corresponds to the "A" section of the dance
  - identifies the "B" section as either locomotor or nonlocomotor
  - describes the movement sequence that corresponds to the "B" section of the dance.
- 3-point response: The student completes three of the four tasks.
- 2-point response: The student completes two of the four tasks.
- 1-point response: The student completes one of the four tasks.
- 0-point response: The student does not attempt to answer the questions.

<b>ABA Dance Student Self-Assessment Worksheet</b>				
<b>Name</b>	<b>Choreography</b> 4 points possible	<b>Performance</b> 4 points possible	<b>Response</b> 4 points possible	<b>Total</b> 12 points possible

<b>Arts Discipline:</b>		<b>Dance</b>		
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		<b>Author:</b>	<b>Debbie Gilbert, Whistlestop Dance Company</b>	
<b>Students</b>	<b>Choreography</b> <b>4 points</b>	<b>Performance</b> <b>4 points</b>	<b>Response</b> <b>4 points</b>	<b>Total Points</b>  <b>12</b>
	Creates one movement sequence that uses locomotor movements; creates one movement sequence that uses non-locomotor movements; creates a dance using these two movement sequences in a 3-part form where the beginning and the ending are the same and the middle is different; includes a clear beginning shape and a clear ending shape.	Uses space fully; uses full energy throughout the performance; maintains focus and concentration throughout the dance; performs without any interruptions or unintended stops.	Identifies the "A" section as either locomotor or nonlocomotor; describes the movement sequence that corresponds to the "A" section of the dance; identifies the "B" section as either locomotor or nonlocomotor; and describes the movement sequence that corresponds to the "B" section of the dance.	
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<b>Total</b>				
<b>Percentage</b>				

<b>Teacher Comments</b>	
Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students?	
Were there lesson dynamics that helped or hindered learning?	
What classroom management techniques supported student learning?	
<b>Other comments:</b>	
<b>Family Communication:</b>	<p>We created, notated, and performed a dance in the ABA form with movements that traveled and stayed in one place.</p> <p>Ask your child to describe the ABA form to you.</p>