

Form • Mood/Atmosphere • Portraits • Character



**GRADE 5**

**ELA5R3:** The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**ELA5W1:** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA5W2:** The student demonstrates competence in a variety of genres.

**ELA5LSV2:** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

**DANCE**

**GRADE 3**

**D3FD.1:** Identifies and demonstrates movement elements, skills, and terminology in dance

**D3FD.2:** Understands and models dance etiquette as a classroom participant, performer, and observer.

**D3CR.1:** Demonstrates an understanding of creative and choreographic principles, processes, and structures

**D3CR.2:** Demonstrates an understanding of dance as a way to communicate meaning

**D3RE.1:** Demonstrates critical and creative thinking in all aspects of dance

**GRADE 4**

**D4FD.1:** Technique - Identifies and demonstrates movement elements, skills, and terminology in dance

**D4FD.2:** Understands and models dance etiquette as a classroom participant, performer, and observer

**D4CR.1:** Demonstrates an understanding of creative and choreographic principles, processes, and structures

**D4CR.2:** Demonstrates an understanding of dance as a way to communicate meaning

**D4RE.1:** Demonstrates critical and creative thinking in all aspects of dance

**GRADE 5**

**D5FD.1:** Identifies and demonstrates movement elements, skills, and terminology in dance

**D5FD.2:** Understands and models dance etiquette as a classroom participant, performer, and observer

**D5CR.1:** Demonstrates an understanding of creative and choreographic principles, processes, and structures

**D5CR.2:** Demonstrates an understanding dance as a way to communicate meaning

**D5RE.1:** Demonstrates critical and creative thinking in all aspects of dance

**National Standards**

**ENGLISH LANGUAGE ARTS**

**NL-ENG.K-12.4:** Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**NL-ENG.K-12.5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**NL-ENG.K-12.6:** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

**NL-ENG.K-12.12:** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**DANCE**

**Standard 1:** Identifying and demonstrating movement elements and skills in performing dance

**Standard 3:** Understanding dance as a way to create and communicate meaning

**Standard 7:** Making connections between dance and other disciplines

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Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

## Character Choreography

In this lesson, portraits provide inspiration for students to create character descriptions. Then, basic dance techniques are used to express the traits, motivations, and feelings of the characters. Let creativity soar as students work collaboratively to make a character come to life through movement.

### Essential Question:

**How can movement be used to express character traits, motivations, and feelings?**

### Process

#### Part 1

- Begin by showing a character portrait. Discuss with the students what the character might feel, think, say, or do based on the portrait. Ask guiding questions such as “Do you think the character is feeling happy or sad?” and “What might the character say?”.
- As a class, write a description of the character in the portrait. Encourage students to be descriptive and creative.
- Pair students and give each pair a unique character portrait. The pairs then write a character description for their character. Remind students to use descriptive language and include what their character might feel, think, say, or do.
- Allow time for a few groups to share their character descriptions.

#### Part 2

- In this portion of the lesson, students will create a movement phrase to correspond with their character description.
- Introduce basic dance vocabulary space, time, and force.
  - Space is the area covered by dance movements. You can move at different levels, using different shapes of the body, in different directions, and in different pathways.
  - Time is how fast or slow a movement is (tempo), how long or short it is (duration), and how even or uneven it is (beat).
  - Force is the energy used while moving.
- For this lesson, focus on force. Different types of force include sustained, percussive, suspended, swinging, collapsing, and vibratory.
- Discuss each type of force and show an example of a movement using the type of force being discussed. Discuss what movement qualities would match certain character traits. For example, if the character is scared and lonely a collapsed force may be used to illustrate those traits.
- Direct the entire class to stand up and spread out in the room. Demonstrate a sustained movement and instruct students to follow along. Then let students try their own sustained movement. Repeat the demonstration and practice with percussive, suspended, swinging, collapsing, and vibratory movement. Encourage students to think of character traits that can be expressed with each movement type.
- Next, students return to their pair and create a movement phrase that represents the character they described. Tell students that they will perform their movement phrase to music. Remind students not to act out their character, rather dance or use movement to express certain characteristics. Encourage students to use the elements of space and time to enhance their movement phrase.
- Allow each group time to perform to music and let their character come to life through movement. Discuss the different depictions. Discuss why certain movements were chosen.

### Assessment

- Character descriptions are complete and detailed using descriptive language.
- Students can justify why certain movements were used to illustrate a character.
- Students find and discuss similarities and differences among characters and movement phrases.

### Materials

- various portraits of people
- paper and pencil
- sound source (e.g. CD player)
- audio recordings

### Vocabulary

#### Choreographer

A person who creates dances

#### Space

The area covered by the dance movements, including shape, level, directions, and pathways

#### Time

How fast or slow (tempo); even or uneven (beat); and long or short (duration) the movement is

#### Force

The use of energy while moving

#### Sustained

A quality of movement that is smooth and unaccented. There is no apparent start or stop, only a continuity of energy

#### Percussive

A quality of movement characterized by sharp starts and stops; staccato jabs of energy

#### Suspended

A quality of movement that occurs in a moment of resistance to gravity, such as the instant in which a dancer hangs in space at the top of a leap.

#### Swinging

A quality of movement established by a fall with gravity, a gain in momentum, a loss of momentum, and the repeated cycle of fall and recovery, like that of a pendulum

#### Collapsing

A quality of movement showing a release of tension, which can be performed at a fast or slow tempo. A slow collapse can be described as a melting or oozing motion.

#### Vibratory

A quality of movement characterized by rapidly repeated bursts of percussive movements; like a jitter

#### Levels

High, middle, low

#### Movement phrase

A sequence of dance movements making up part of a choreographic pattern. A dance phrase.

### ESOL Modifications and Adaptations

Teacher will need to do a mini lesson on character traits (including motivations and feelings) using a character from a previous story the students have read using adjectives (How did that character move, talk, stand, etc. using a “Bubble Map” from Thinking Maps or a descriptive map that the school uses).

### ESOL Assessments

Same as lesson

### Gifted Modifications and Extensions

Have students create sound/music to match their movements and moods. Students can create characters and then swap with a partner who will create the choreography for the character.

### Gifted Assessments

Sounds should be appropriate to the mood/movements being portrayed by the students. When working with partner, each student should create equitable characters and choreography.

### Special Education Modifications and Adaptations

If possible, pair student with a general education peer for this lesson. When writing the character description, provide student with a graphic organizer with a word bank of descriptive words and feeling words. Have dance vocabulary words written out on large index cards for visual cues.

### Special Education Assessments

Assessment methods for the general education lesson are adequate for special education as well.

## Common Core Georgia Performance Standards

(CCGPS implementation year 1: 2012-2013)

### ENGLISH LANGUAGE ARTS

#### GRADE 3

**ELACC3W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons

**ELACC3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

#### GRADE 4

**ELACC4W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons

**ELACC4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC4SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

#### GRADE 5

**ELACC5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELACC5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**ELACC5SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

## WIDA English Language Proficiency Standards

**Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting.

**Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

## Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE 3

**ELA3R3:** The student uses a variety of strategies to gain meaning from grade-level text.

**ELA3W1:** The student demonstrates competency in the writing process.

**ELA3W2:** The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

#### GRADE 4

**ELA4R3:** The student understands and acquires new vocabulary and uses it correctly in reading and writing.

**ELA4W1:** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

**ELA4W2:** The student demonstrates competence in a variety of genres.

**ELA4LSV2:** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.