

# Wisconsin Arts Celebration Project

*Celebrating 50 Years of the Wisconsin Arts Board*

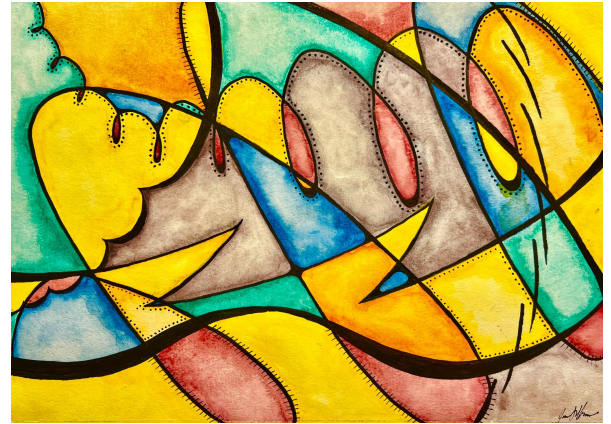
## 6-8 Dance Lesson Plan



# Wisconsin Arts Celebration Project

## *Celebrating 50 Years of the Wisconsin Arts Board*

An important state agency turned 50 years old this year on August 2, 2023, and it is time to recognize and celebrate its work on behalf of its citizens and the arts community. The Wisconsin Arts Board (WAB) is based in Madison, Wisconsin, with a mission to "nurture creativity, cultivate expression, promote the arts, support arts education, stimulate community and economic development, and serve as a resource for people of every cultural heritage."



This unique project featuring Wisconsin composer Erika Svanoë, Wisconsin Poet Laureate Dasha Kelly Hamilton, and five exceptional Wisconsin arts educators has been developed to celebrate this anniversary. An original poem commissioned for this project entitled "[Like The Wind](#)" has been created by Ms. Hamilton. The poem focuses on the creative capacity within all of us. This poem served as the inspiration for the creation of three music compositions by Dr. Svanoë. Each composition contains the same thematic material but is distinctly written for each ensemble type (concert band, string orchestra, and SATB choir).

The poem also inspired the creation of a new painting by Wisconsin art educator Jennifer Handrick and new media art by art educator Harry Kellogg. Lesson plans, including videos of their creative process, are included. Wisconsin dance educator Yeng Vang-Strath developed dance lesson plans using students' creativity capacities to "move like the wind." Wisconsin theater educator Ron Parker created lesson plans centering around creative and improvisatory games that can be used in any classroom, enhancing communication, imagination, and expression. Wisconsin music educator Tony Kading crafted lesson plans for instrumental, vocal, and general music classrooms with the goal of going "beyond the notes" to connect the poetry to the music.

The lesson plans, videos, music, and poetry are free to all Wisconsin schools, libraries, and communities during this year of celebration. Please help us celebrate by sharing artifacts, recordings, and photos of students/community members engaging in these resources. Send examples to Chris Gleason, DPI Arts & Creativity Consultant, at [christopher.gleason@dpi.wi.gov](mailto:christopher.gleason@dpi.wi.gov) for use on the DPI website and future publications and videos.

Many thanks to Dasha Kelly Hamilton for the beautiful poem and Dr. Erika Svanoë for the stunning music. Thank you to our five outstanding Wisconsin arts educators for the brilliant teaching plans, materials, and resources. This project is only possible with the help and leadership of George Tzougros, Executive Director of the Wisconsin Arts Board, its members, and staff. Finally, thanks to State Superintendent Dr. Jill Underly, Deputy State Superintendent Dr. John Johnson, Asst. State Superintendent Duy Nguyen and Director of Teaching and Learning, Dr. Laura Roeker for supporting and developing this project.

## 6-8 Dance Lesson Plan

### Unit Title

Moving Like the Wind - includes four lessons

1. Create Like The Wind
2. Move Like The Wind
3. Be Like The Wind
4. Explore Like The Wind

### Lesson Duration

Each lesson is 30 minutes, but can take 1-2 days to complete depending on the levels of the students.

### Lesson Overview

This interdisciplinary lesson plan is based on the poem, Like the Wind, by Dasha Kelly Hamilton. In this lesson, students will explore using words to shape movements with our body.

### Lesson Sample Videos/Images

[Examples Here](#)

### Lesson Target(s)

Students will be able to **Create**: Generate, developing and refining artistic work. **Perform**: Analyze, develop and convey meaning through the presentation of artistic work. **Respond**: Critically interpret intent and meaning in order to evaluate artistic work. **Connect**: Relate prior knowledge and personal experience with dance to cultural and historical context.

### Essential Question(s)

6-8: How can we compose movement through poetry?

### DPI Academic Standards Used

Create	D.D.Cr.7.m: Improvisation Improvise a movement phrase inspired by a variety of stimuli that includes a beginning, middle, and end.
Perform	D.D.P.9.m: Skill Development Demonstrate functional alignment, kinetic and body mechanic awareness for complex movement through extended phrases.
Respond	D.D.R.9.m: Dance Literacy Demonstrate an understanding of dance elements using proper vocabulary through verbal, physical, written, and/or digital means.
Connect	D.D.Cn.11.m: Cross Disciplinary Demonstrate how dance and other content areas interrelate and enhance one another.

### Materials/Equipment

- Notebook, pencils, display board for writing learning intentions and vocabulary, assessment criteria handout and poem.

## 6-8 Dance Lesson Plan

### Lesson 1 Sequence/Strategies “Create Like The Wind”

#### Vocabulary words

chase, weightless, breathe, lifting, belt, shake, breeze, storm, strum, scribble, rustless, restack, dance, shatter, remix, glaze, Flow (free/bound)

#### Hook: 1 min.

Blow on a feather and watch it move. What's it doing? Students discuss. Possible answers: It's floating. Teacher talks about the quality of movement. Free like a feather, Bound like a rubber band. What does free and bound mean?

#### Introduction: 2 min.

Clearly display the learning intentions and success criteria on the board. Introduce learning intention for Create based on grade level.

#### Ponder The EQ: 2 min.

K-2 Students: Read the question and have students discuss what they think it means. Students 3-12 take out journals and write down essential question based on grade level. Have volunteers share their answers.

#### Warm Up/Vocabulary Words : 10 min

Warm Up: Ask students to look over the vocabulary words and circle any words they are unfamiliar with. Discuss and demonstrate the vocabulary words. Have students begin to move by walking around the room. Teacher calls out one vocabulary word and students move to the word. Tie in floating movement like the feather to vocabulary word. Tie in bound. Move with stopping and going. Stop and regroup. Hand out the poem and have students circle the vocabulary words and 2-3 other words that they know. 6-8 grades can include a sentence from the poem. 9-12 can include a phrase of the poem.

#### Exploring/Creating Activity: 10 min

Talk about learning targets. K-2- hand out an index card with the vocabulary words (for K-5, add pictures). Students can find their partner with the word and picture. The teacher may need to read the word aloud. Students choose their vocabulary words to work with their group. Objective is to improvise using words from a poem using both free and bound movements. Students show each other. Depending on time, this activity may take a few days. How are the words and movement free? How are they bound?

#### Cooling Activity: 5 min

Go over the essential question. Revisit answer. Students jot down notes.

#### ELL and Students with Accommodations

Vocabulary words can have visuals. Display vocabulary words on the wall. Partner students who will complement each other. Work with students who require more time.

## 6-8 Dance Lesson Plan

### Assessment

	Standard	Basic	Emerging	Proficient	Advanced
Create	D.D.Cr.7.m: Improvisation Improvise a movement phrase inspired by a variety of stimuli that includes a beginning, middle, and end.	Student demonstrates basic understanding with much guided instruction.	Student demonstrates some understanding with very little guided instruction.	Student demonstrates understanding independently.	Student demonstrates understanding independently and makes connections to other stimuli.

## 6-8 Dance Lesson Plan

### Lesson 2 Sequence/Strategies “Move Like The Wind”

#### Vocabulary words

chase, weightless, breathe, lifting, belt, shake, breeze, storm, strum, scribble, rustless, restack, dance, shatter, remix, glaze, Flow (free/bound), Space (direct/indirect)

#### Hook: 1 min.

Call out a student's name and throw a ball for the student to catch. Student throws the ball back. Call out a student's name without looking at them and throw the ball somewhere in space.

#### Introduction: 2 min.

Clearly display the learning intentions and success criteria on the board. Introduce learning intention for Perform based on grade level.

#### Ponder The EQ: 2 min.

Restate the same essential question. Today, we will learn new skills to add to our answers. Add dance vocabulary space. How is the ball direct and indirect?

#### Warm Up/Vocabulary Words : 10 min

Warm Up: Go over the vocabulary words and the poem. Students can stand anywhere in the room. Demonstrate the activity first and then have students participate. We are going to walk around the room in no specific direction. Walk anywhere. Repeat with a straight line, curved and zig zag.

#### Exploring/Creating Activity: 10 min

Talk about learning targets in Perform. Today we are going to explore body awareness. What does that mean? How do we move using space (direct/indirect)? Students use the vocabulary words they chose from lesson 1 and build on it. Working in the same groups as lesson 1, have students explore the movements in a straight, curved or zigzag motion. Students work together to come up with a phrase. Modifications for 6-8: students use a line of the poem instead of a single action. Modifications for 6-12: students can use a phrase of the poem to express meaning. Who do we use the words/phrases from the poem to create Space (direct/indirect) in our movements?

#### Cooling Activity: 5 min

Go over the essential question. Revisit answer. Students add to their notes.

#### ELL and Students with Accommodations

Vocabulary words can have visuals. Display vocabulary words on the wall. Partner students who will complement each other. Work with students who require more time.

## 6-8 Dance Lesson Plan

### Assessment

	Standard	Basic	Emerging	Proficient	Advanced
Perform	D.D.R.9.m: Dance Literacy Demonstrate an understanding of dance elements using proper vocabulary through verbal, physical, written, and/or digital means.	Student demonstrates basic understanding of body movement with much guided instruction.	Student demonstrates some understanding movement awareness with very little guided instruction.	Student demonstrates accurate understanding of body movement independently.	Student demonstrates accurate understanding independently and makes connections to other stimuli.

## 6-8 Dance Lesson Plan

### Lesson 3 Sequence/Strategies “Be Like The Wind”

#### Vocabulary words

chase, weightless, breathe, lifting, belt, shake, breeze, storm, strum, scribble, rustless, restack, dance, shatter, remix, glaze, Flow (free/bound), Space (direct/indirect), Time (sudden/sustained)

#### Hook: 1 min.

How do we tell time? Students answer. Time is a concept. It can go by really fast or really slow.

#### Introduction: 2 min.

Clearly display the learning intentions and success criteria on the board. Introduce learning intention for Respond based on grade level.

#### Ponder The EQ: 2 min.

Restate the same essential question. Today, we will learn new skills to add to our answers.

#### Warm Up/Vocabulary Words : 10 min

Warm Up: Go over the vocabulary words and the poem. Students can stand anywhere in the room. Demonstrate the activity first and then have students participate. We are going to walk for 8 counts, then pause. Then we will slowly lower down to the floor for 8 counts. Students may not get to the floor before 8. Each count gets students closer to the floor. Count backwards from 8 to 0. Students must be laying down on the floor by 8. Now, count forward from 0-8 to have students come up to standing. Students must take the entire count to stand. **Repeat** with counts of 7, then 6, then 5, then 4, then 3, then 2, then 1. *(For grades 6-8 and 9-12 students, instead of standing and counting down, they can move through the space. More advanced students can roll through 0 count for continuous movement instead of staying still on the floor).*

#### Exploring/Creating Activity: 10 min

Talk about learning targets in Respond. Today we are going to add time to our movement. Just like our poem, we can read it fast or slow or pause at certain parts. Dance is like that. We can make it quick (sudden) or slow (sustained). Today, we are going to take the movement (words/or phrases) we have been working on and add time to it. Each group will add both a slow and fast movement to their work.

#### Cooling Activity: 5 min

Go over the essential question. Revisit answer. Students add to their notes.

#### ELL and Students with Accommodations

Vocabulary words can have visuals. Display vocabulary words on the wall. Partner students who will complement each other. Work with students who require more time.



## 6-8 Dance Lesson Plan

### Assessment

	Standard	Basic	Emerging	Proficient	Advanced
Respond	D.D.R.9.m: Dance Literacy Demonstrate an understanding of dance elements using proper vocabulary through verbal, physical, written, and/or digital means.	Student demonstrates basic understanding with no movement words with much guided instruction.	Student demonstrates some understanding with movement words very little guided instruction.	Student demonstrates many understand of movement words independently.	Student demonstrates understanding of most movement words independently and makes connections to other stimuli.

## 6-8 Dance Lesson Plan

### Lesson 4 Sequence/Strategies “Explore Like The Wind”

#### Vocabulary words

chase, weightless, breathe, lifting, belt, shake, breeze, storm, strum, scribble, rustless, restack, dance, shatter, remix, glaze, Flow (free/bound), Space (direct/indirect), Time (sudden/sustained), Weight (light/strong)

#### Hook: 1 min.

How strong are you or how strong can you be?

#### Introduction: 2 min.

Clearly display the learning intentions and success criteria on the board. Introduce learning intention for Connect based on grade level.

#### Ponder The EQ: 2 min.

Restate the same essential question. Today, we will learn new skills to add to our answers.

#### Warm Up/Vocabulary Words : 10 min

Warm Up: Go over the vocabulary/phrase of the poem. Look at your words/ poem today and think about how you can make that word/phrase light or strong. We are going to partner up with someone today and share our weight. Teacher demonstrates with a student. We are going to share the weight lightly with each other and then, strongly with each other. What happens when the weight is not equal? What happens to poems when the words are not shared equally? (teacher demonstrates saying a phrase monotone, then with expression).

#### Exploring/Creating Activity: 10 min

Today, we are going to connect everything that we learned and put it all together. We are going to explore how we can make some of our movements light and strong? Teacher provides an example with a group.

#### Cooling Activity: 5 min

Go over the essential question. What is it that dance and poetry can inspire and influence each other?

#### ELL and Students with Accommodations

Vocabulary words can have visuals. Display vocabulary words on the wall. Partner students who will complement each other. Work with students who require more time.

## 6-8 Dance Lesson Plan

### Assessment

	Standard	Basic	Emerging	Proficient	Advanced
Connect	D.D.Cn.11.m: Cross Disciplinary Demonstrate how dance and other content areas interrelate and enhance one another.	Student demonstrates basic understanding with much guided instruction.	Student demonstrates some understanding connecting to poetry with very little guided instruction.	Student demonstrates understanding independently connecting to poetry.	Student demonstrates understanding independently referencing poetry and another content area.

### References

- [DPI Academic Standards](#) Used
- Creative Dance for all Ages by Anne Green Gilbert
- Laban for All by Jean Newlove and John Dalby

### Curriculum Author

Yeng Vang-Strath



Yeng Vang-Strath is a dance advocate, a Teacher Assistant Principal and licensed Life-Time K-5 educator with Milwaukee Public Schools. She has over 20 years of experience with dance education and 10 years as a licensed educator. She was instrumental as a part of the [Wisconsin Dance Standards Writing Team](#).

She is a passionate advocate for diversifying the experiences of students and teachers in public schools through dance. She was the [2023 MMABSE Teacher of the Year](#) recipient.

Her most recent work dance collaboration was with Wild Space Dance Company [InSight at Forest Home Cemetery](#).

Educational Resume and Philanthropic work include:

Curriculum and Administration License -Alverno College

MA-Education-Alverno College

BFA-Dance- Peck School of Arts-University of Milwaukee

Board of Directors, Past Vice President- [Wild Space Dance Company](#) 2015-Present

Board of Directors-[Wisconsin Dance Council](#) 2018-Present