A RESOURCE PACKET FOR INTEGRATED LEARNING

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Brought to you by The Center for Integrated Arts Education at the University of Northern Colorado
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We exist on a moving planet and our lives are constantly in motion.

Concepts of time, energy, and space guide us in observation and examination of the movements within us and around us.

This Teaching Packet contains multi-discipline and multi-grade level ideas, resources, and lesson planning tools for teachers to use and adapt for their own classrooms.

This packet is only the beginning of a study of MOTION. It is hoped that these ideas will stimulate your own questions, lesson ideas, and connections with your own reading. Please feel free to use these suggestions and to add your own.
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Essential Questions

These sample Essential Questions are provided to guide the instructor in choosing a focus for a unit on MOTION.

1. How has movement influenced the historical cycles of culture?
2. How can motion or momentum be used to bring about change?
3. How do scientists understand motion?
   - Energy
   - Time
   - Space
4. How do artists understand motion?
   - Representation
   - Illusion
   - As a principle of design
5. What do “motion” and “migration” mean in contemporary culture?
6. How can motion be a material for art making of any variety?
   - Dance
   - Theatre
   - Visual Art
   - Music
7. What is the relationship between movement and what we need to survive?
8. How does an understanding of motion help us read and interpret literature?
9. How do artistic experiences with motion help us to interpret its importance in our lives?
10. How do artistic experiences with movement help us to understand our own stories?
11. How can the things presented through motion inform us of our past?
12. Is movement different in an urban vs. a rural environment? Is motion perceived differently?
13. How do we contain movement, motion, or change?
14. What ultimately doesn’t involve motion?
15. How does motion sound? What distinguishes sounds of various motions?
“To achieve great things, two things are needed; a plan, and not quite enough time.”
-Leonard Bernstein

“If only you could sense how important you are to the lives of those you meet; how important you can be to people you may never even dream of. There is something of yourself that you leave at every meeting with another person.” -Fred Rogers

“Man maintains his balance, poise, and sense of security only as he is moving forward.”
-Maxwell Maltz

“We keep moving forward, opening new doors, and doing new things, because we’re curious and curiosity keeps leading us down new paths.”-Walt Disney

“Never confuse motion for action.” -Benjamin Franklin

“Creativity is every company's first driver. It's where everything starts, where energy and forward motion originate. Without that first charge of creativity, nothing else can take place.” -Nolan Bushnell

“Everything is in motion. Everything flows. Everything is vibrating.”-William Hazlitt

“It's all in how you arrange the thing... the careful balance of the design is the motion.” -Andrew Wyeth

“A movement is only composed of people moving. To feel its warmth and motion around us is the end as well as the means.” -Gloria Steinem

“In the midst of movement and chaos, keep stillness inside of you.” -Deepak Chopra

“In silence and movement you can show the reflection of people.” -Marcel Marceau

“Music is the expression of the movement of the waters, the play of curves described by changing breezes.” -Claude Debussy

“You build on failure. You use it as a stepping stone. Close the door on the past. You don't try to forget the mistakes, but you don't dwell on it. You don't let it have any of your energy, or any of your time, or any of your space.” -Johnny Cash

“When you are enthusiastic about what you do, you feel this positive energy. It's very simple.” -Paulo Coelho

“All great artists draw from the same resource: the human heart, which tells us that we are all more alike than we are unalike.” -Maya Angelou
“The ache for home lives in all of us, the safe place where we can go as we are and not be questioned.”
-Maya Angelou

“We are time's subjects, and time bids be gone.” -William Shakespeare

“Time is the longest distance between two places.” -Tennessee Williams

“What then is time? If no one asks me, I know what it is. If I wish to explain it to him who asks, I do not know.” -Saint Augustine

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.” -Viktor E. Frankl

“Time and space are modes by which we think and not conditions in which we live.” -Albert Einstein

Architecture is the art of how to waste space.” -Philip Johnson

“I remember a specific moment, watching my grandmother hang the clothes on the line, and her saying to me, 'you are going to have to learn to do this,' and me being in that space of awareness and knowing that my life would not be the same as my grandmother's life.” -Oprah Winfrey

“Nothing exists except atoms and empty space; everything else is opinion.” -Democritus

“Space is the breath of art.” -Frank Lloyd Wright

“Time does not change us. It just unfolds us.” -Max Frisch

“Dancing is like dreaming with your feet.” – Constanze

“If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.” -Antoine de Saint-Exupery
Colorado Academic Standards Used

Colorado Dance Standards

1. Movement, Technique, and Performance
2. Create, Compose, and Choreograph
3. Historical and Cultural Context
4. Reflect, Connect, and Respond

Colorado Drama and Theatre Standards

1. Create
2. Perform
3. Critically Respond

Colorado Comprehensive Health and Physical Wellness Standards

2. Physical and Personal Wellness

Colorado Mathematics Standards

2. Patterns, Functions, and Algebraic Structures
4. Shape, Dimension, and Geometric Relationships

Colorado Music Standards

1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Colorado Science Standards

1. Physical Science
2. Life Science
3. Earth Systems Science

Colorado Social Studies

1. History
2. Geography
4. Civics
Standards Used - continued

**Colorado Reading, Writing, and Communicating**

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

**Colorado Visual Arts**

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer
Sample Goals

A unit on Motion could have a variety of learning goals. Here are a few suggestions:

Students will appreciate movements as a commodity of beauty.

Students will experience, understand, or reflect on migration as a form of empowerment.

Students will understand how movement is an important part of life and life experience.

Students will explore the importance of movement and motion through science, history, social sciences, literature, art, music, dance and creative drama.

Students will appreciate metaphorical movements as a way to communicate life experiences.

Students will experience empathetic connections with all people whose lives are directly affected by the quality of movement available to and allowed them.

Students will see the qualities of and compare and contrast naturally occurring motion and man-made mobility.
Sample Questions for Class Discussion

Reflective questions can be used as creative stimuli for an artwork or performance project, as “story starters” for written assignments, or as small group discussion starters. These questions can be used to relate the study of motion to the students’ personal experiences with movement.

- What is your earliest memory of moving?

- Are there happy or sad motions? What other emotions does movement express? How can you tell when others are experiencing an emotion?

- What are different words that describe or portray movement? How are they different?

- What role does visualization of movement play?

- Are there differences in moving for health than for moving for expressive or artistic purposes?

- For you, does motion help or hinder learning? Explain.

- Can you represent motion in a stagnant medium? How?

- What is momentum? When and how have you experienced it?

- When have you been grounded or otherwise had your movement restricted?

- How much time do you spend moving?

- Why do we dance?

- Why do we immigrate?

- Can we grow if we stay still?
**Artists who use Motion as a Medium**

**Visual artists:**

**Angela Beloian** – Shape Shift  
http://www.beloian.com/2012-1.html  
Artist’s statement: Aware of my surroundings and the influence they have upon me, I am at the same time conscious of the potential impact I have upon my environment. We do not live in a void; the atmosphere around us hugs our bodies and the world fits together like shapes in a puzzle. This space touches and connects us to everything. My work reflects this awareness; shapes undulate within the space of the canvas creating a harmony between object and ground. Beginning with a digital drawing created with my mobile phone, I translate the image to canvas, reinterpreting light into paint. I am interested in events that occur in the work – two objects intersect resulting in a color shift, creating an illusion of light, shadow and transparency. As technology increasingly merges with my daily life, I find myself becoming more agitated and require painting to focus my mind. I choose to paint with a hard edge because I find the process of painting precise shapes of color calming, as if I know exactly what I’m meant to be doing in this moment.

**Rafael Araujo** – calculation: drawings that appear to define movement of objects  
http://thedancingrest.wordpress.com/2014/01/18/calculation-by-rafael-araujo/  
http://zqjournal.org  
With only a pencil, ruler, and protractor, without the help of a computer, this Venezuelan artist creates complex fields of three-dimensional space where butterflies come to life and shells rise from mathematical spirals.
Orienteer-turned-artist Simon Beck put down his map and straps on his snowshoes to create beautiful geographic patterns in the snow. One day, while training for his orienteering work on Aiguille Rouge, a mountain in Savoie, France, Beck decided to take a break. He went out on a snow-covered lake and plotted five points in a pentangle and joined them together to create a star. He filled in the triangles that were created and continued to add circles. More designs came after that.

Andre Amador – Earthscape Sand Art
http://www.andresamadorarts.com
In beach mural exploration (aka: playa paintings, beach art) Amador uses a rake to etch designs onto the beach during the low tide. Raking exposes the wetter sand, causing a color difference between the raked and un-raked sand. For the geometric designs he uses a rope as a compass - the rest is geometry in motion.
Yinka Shonibare MBE – wind sculptures
http://www.yinkashonibarembe.com
London-based artist Yinka Shonibare, MBE (British, b. 1962) has spent various parts of his life in England and Nigeria—two countries with a long, complex relationship. Born in England, but raised in Lagos in the wake of Nigeria’s independence, Shonibare has been influenced by his personal experiences in a newly liberated nation and its former colonial ruler, calling himself a “postcolonial hybrid.” Shonibare’s MCA Plaza installation includes three sculptures from his new Wind Series. Nearly twenty feet high, each sculpture captures the movement of a billowing bolt of fabric. Their design was inspired by the sails of ships whose patterns derived from Dutch wax fabrics. He chooses these iconic fabrics to exemplify how signs of national or ethnic identity are culturally constructed.

Visual Art and Dance:
Heather Hansen – Emptied Gestures:
http://www.heatherhansen.net/new-page-1/
Her work embodies physical movement translated into symmetrical charcoal drawings. Splayed across a giant paper canvas with pieces of charcoal firmly grasped in each hand, Heather Hansen begins a grueling physical routine atop a sizeable paper canvas. Her body contorts into carefully choreographed gestures as her writing implements grate across the floor, the long trails resulting in a permanent recording of her physical movements. Part dance and part performance art, the kinetic drawings are a way for Hansen to merge her love for visual art and dance into a unified art form. The final symmetrical patterns that emerge in each of the pieces are reminiscent of a Rorschach test, or perhaps cycles found in nature.
Dance:

Global Water Dances
http://globalwaterdances.org
This dance group raises awareness about water issues. Place-based environmental education performances take place across the globe on a single day, uniting communities on six continents and inspiring their communities to take action for safe, clean water.

The Illustrated Book of Invisible Stories – Movement Choir
http://www.youtube.com/watch?v=rDxQS4Jmadc
For most people, the word “choir” brings to mind a group of people singing together. But it can also apply to dance. Janice Garrett and Charles Moulton’s rapturous dance piece, The Illustrated Book of Invisible Stories, is a memorable “movement choir.” Eighteen women appear on stage and make beautiful patterns with their bodies to the sound of a live musical score played by eight musicians as six soloists dance before them.
Side by Side Dance – Dance company committed to the community
http://sidebysidedance.com
Their mission is to inspire others to follow their dreams, reach out to one another, and bring diverse people together. They believe that the arts enrich life: whether one is a mover, painter, musician or witness; reaching outside the dance community is critical in spreading their message and enriching as many lives as possible.

Psychology:
Akiyoshi Kitaoka – optical illusions art/science/psychology
http://www.ritsumei.ac.jp/~akitaoka/index-e.html
http://www.psy.ritsumei.ac.jp/~akitaoka/color-e.html

This work investigates the relationship between the magnitude of illusory motion in the variants of patterns and that of illusory effects and geometrical characteristics that may be regarded as interesting, surprising, and fascinating.
Science/Engineering:
Theo Jansen – Strandbeest walking sculpture
http://www.strandbeest.com
"The walls between art and engineering exist only in our minds."
Artist Theo Jansen designs and builds amazingly lifelike kinetic sculptures from plastic tubes and soft drink bottles. His creatures are designed to move — and even survive — on their own.

Reuben Margolin – the art of movement
http://www.youtube.com/watch?v=dehXioMIKg0
http://www.reubenmargolin.com
Margolin is a Bay Area visionary and longtime maker. He creates totally singular techno-kinetic wave sculptures using everything from wood to cardboard to found and salvaged objects focused on natural elements. The artwork is diverse, with sculptures ranging from tiny to looming, motorized to hand-cranked. His work is elegant and hypnotic.
**Water Experiment No. 33 Automata Video**
http://www.youtube.com/watch?v=ZqzjAmPFND8&feature=youtu.be

The object of this project was to produce an Automata that was inspired by the work of Reuben Margolin. All components were hand-made with the aim to recreate the reaction of a droplet as it impacts a body of water.

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**Visual Art and Science:**

**Nathalie Miebach** – artistic and sculptural representations of scientific data
http://nathaliemiebach.com

From her artist statement - My work focuses on the intersection of art and science and the visual articulation of scientific observations. Using the methodologies and processes of both disciplines, I translate scientific data related to astronomy, ecology and meteorology woven sculptures. My method of translation is principally that of weaving – in particular basket weaving – as it provides me with a simple yet highly effective grid through which to interpret data in three-dimensional space. By staying true to the numbers, these woven pieces tread an uneasy divide between functioning both as sculptures in space as well as instruments that could be used in the actual environment from which the data originates.

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**Brower Hatcher** - Solar Path Sculpture in Ft. Collins; static sculptures of motion
http://midoceanstudio.com

Hatcher’s work reflects the underlying geometry of organisms and living systems as they move through and occupy space. Inspired by the natural world, his sculptures are typically stainless steel “cellular matrixes” built from multi-layered and multi-colored geometric frameworks. These matrixes often contain various combinations of embedded artifacts, glass, ceramics, metal and LED lighting.
They relate to a site’s mission, history, and influences, resulting in landmark public art that enhances the sense of community and place.

**CU’s Flow Visualization Course**  
[http://www.colorado.edu/MCEN/flowvis/index.html](http://www.colorado.edu/MCEN/flowvis/index.html)  
Flow visualization is the process of making the physics of fluid flows (gases, liquids) visible. In this course, they explore a range of techniques for creating images of fluid flows. Their work is motivated not just by the utility and importance of fluid flows, but also by the inherent beauty. The Flow Visualization course is designed for mixed teams of engineering and fine arts photography and video students.

**More on Flow Visualization - Scoop It**  
[http://www.scoop.it/t/flow-visualization](http://www.scoop.it/t/flow-visualization)
Technology:
Conor McGarrigle – Digital Artist who works with Augmented Reality and Space
http://www.conormcgarrigle.com
McGarrigle is an artist who believes digital technologies permeate all aspects of our everyday lives, and seeks to leverage them as tools to support new spatial practices. Digital technologies have the potential to facilitate new thinking on the city and everyday life.

Oh Heck Yeah – Gaming, digital technology, play, movement, and arts integration
http://ohheckyeah.com
Gaming often gets a bad rap. Most people associate it with an activity that’s just for kids, geeks and sci-fi nerds. But Oh Heck Yeah sees it more as social glue by connecting strangers on the street in their virtual arcade in Downtown Denver. Studies continually show that play of any kind makes us more creative, curious and happy. It even contributes to helping build trust between strangers—what a novel thought! By infusing play into public space, Brian Corrigan and Justin Gitlan hope to build a community that is more creative and connected. It’s no coincidence that the most innovative people attribute play as the gateway to a good idea. If we can help inspire new ideas by integrating play into the built environment, then the project is a success. At the end of the day, who doesn’t want things to be more fun?
Performance Art:
Nick Cave – Soundsuits
http://www.youtube.com/watch?v=BpNcmh3rxko
http://www.soundsuitshop.com
Nick Cave is an American fabric sculptor, dancer, and performance artist. He is best known for his Soundsuits: wearable fabric sculptures that are bright, whimsical, and other-worldly. He also trained as a dancer with Alvin Ailey. – from Wikipedia

Marina Abramovic
http://www.mai-hudson.org
http://www.skny.com/artists/marina-abramovi/
Marina Abramovic’s work explores the relationship between performer and audience, the limits of the body, and the possibilities of the mind. It is truly about space, time, and energy. She began her career in the seventies and has recently begun to describe herself as the "grandmother of performance art."
Language Arts:
Poetry in Motion® [http://www.poetrysociety.org/psa/poetry/poetry_in_motion/]
Poetry in Motion® places poetry in the transit systems of cities throughout the country, helping to create a national readership for both emerging and established poets.

FOR FRIENDSHIP
Robert Creeley
For friendship
make a chain that holds,
to be bound to
others, two by two,
a walk, a garland,
handed by hands
that cannot move
unless they hold.
* * *


Immigration:
Do you know who I am? Immigrant Monologues; One Action [http://www.one-action.org/events/do-you-know-who-i-am-lafayette/]

Do You Know Who I Am? is the acclaimed new performance encouraging discussion on immigration in Colorado. Kirsten Wilson scripts it from monologues written by undocumented immigrants and performed by these writers. Boulder County Commissioner Elise Jones had this to say about the show: “I went to an AMAZING, sold out performance last night called “Do You Know Who I Am?” where 5 brave Latino immigrant youth tell their compelling stories. Equal parts cheering and crying. If you ever had doubts about the need for immediate immigration reform, you won’t anymore.”
**Judi Werthein – Brinco Designer Shoes for Illegal Immigration**


This artist was born 1967 in Buenos Aires Argentina but lives and works in Brooklyn, New York. Werthein makes work that challenge notions of national identity, economic justice and human rights. Her work extends the making of contemporary art to engage constituencies outside the art world. She frequently achieves such engagements through vernacular forms such as manicure decals and designer sneakers.

In 2006, Werthein was commissioned by In-Site San Diego, to create a project in their series that explores relationships between Tijuana and Southern California. The project, *Brinco* (which means to jump in Spanish), captured nation-wide media attention in its compassionate gesture toward illegal immigrants at time of national debate on rights and regulation of new immigrants.

![Brinco](image)

Mexican workers receiving sneakers in Tijuana. *Brinco* sneakers displayed in a boutique

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**Dramatic Arts:**

**Playback Theatre West– Acting out Stories**

[http://www.playbacktheatrewest.com](http://www.playbacktheatrewest.com)

Improvisational theatre...inspirational energy

Creating Community... one story at a time, Playback Theatre West is based upon the idea that stories shape our lives. They are a professional theatre company, using the art of the story to entertain, enrich, and enlighten. An audience member shares an experience from his or her life and they re-enact it, capturing the heart or essence of their experience.

![Playback Theatre West](image)
Tamara Meneghini - engaging the artist's physical instrument in telling a story
http://www.goddesshere.com
The Goddess Here - Women of Choice was written by Chicago award-winning playwright, David Rush for Tammy Meneghini as part of an ongoing collaboration in exploring the idea of choice, consequence, and character, specifically of women. This solo performance features at least eight of more than a thirty-monologue collection, entitled Women of Choice, that spans a wide range of female archetypes and voices. It is a captivating exploration of the kinds of masks one wears.

Music:
Noisefold – technology, music, and motion
www.Noisefold.com
Melding real-time animation and generative electronic sound within the legacy of cybernetics and mathematic visualization, Cory Metcalf and David Stout celebrate the evolution of visual music as a form of instrumental play with semi-autonomous systems. The artists re-imagine a painterly abstraction to suggest elemental narratives that evoke highly charged emotional states. From subtle life-like emanations to roiling upheavals of sound and light, the resulting audio-visual events are at once familiar, mysterious and strange.
Lesson Starter Idea #1

Warm-up ideas to begin just about anything

Brain Dance
(Ideas taken from Anne Green Gilbert’s book of the same name – see resources.)

If in a group, everyone stands in a circle - Make sure there is room to stretch arms fully extended.

• **Begin with breath**, taking long breaths in and out, to relax and center

• **Tactile warm up**: Touch the top of your head, then knees, and then toes.

• **Core-Distal**: Reaching out to the edges of one's self space, and then curling into the center, or the core, repeat three times.

• **Upper-Lower body**: Reaching, stretching, flicking, shaking arms, while legs are still, and then switch.

• **Body-Half**: Draw an imaginary line down the middle of your body; keep one half of your body still, while the other moves. Notice your balancing.

• **Cross Lateral**: Cross arms in front of self, repeat, then legs, then both at the same time.

• **Vestibular**: Allow yourself to move on and off balance, notice your standing and swaying, how far you can move without falling off balance

• **Finish with several deep breaths**
Lesson Starter Idea #2

View, Create, and Follow a Labyrinth

Summary
A labyrinth is an ancient symbol that represents wholeness. It combines the imagery of the circle and the spiral into a meandering but purposeful path. It looks like a maze but is not. Unlike a maze, a labyrinth has no dead-ends. You cannot get lost. You just follow the path to the center and out again. You walk a labyrinth to learn its lessons. The labyrinth symbolizes a transformative journey to your own center and back out into the world. Labyrinths occur in all cultures and have long been used as tools for meditation, centering, and healing. Labyrinths bring people together on the common path of life. (Source – 101 Ways to Use a Labyrinth by Dan Johnston)

Supplies:
For the base: Large heavy cardboard or other board, masking tape  
For the labyrinth walls: Thin cardboard or tag board, scissors, tape or other adhesive  
For papier mache: strips of newsprint or thin whitepaper, Elmer’s glue or other liquid glue  
To finish: Tissue paper and glue, or paint

Students will:
- Work collaboratively for large designs or individually for very small ones.
- Cut a square base out of a thick piece of cardboard, or other heavy board.
- Draw a labyrinth on the base. Think about real and imaginary journeys and make pathways you take or you’d like to take. Think about what this journey might look like as you move thorough it – sights, sounds, people, words, mood, weather, landmarks, feelings, events etc. Would these be different on the return journey? You might want to use a pattern. Some can be found here: http://labyrinthsociety.org/download-a-labyrinth
- Cut strips of thin cardboard or tag board and tape them, like a curved wall, onto the base. Or you can cut tabs in the bottom of the strips, fold and glue, tape, or attach. If you want to make them thicker use several layers and tape or glue them together.
- Mix 80% glue with 20% water to dip strips of paper into and layer, overlapping, all over the structure. Let dry and repeat with 2 more layers or until desired strength is reached.
- Paint labyrinth as desired or mache on colored tissue paper

Inspiration for this and more resources for using labyrinths in all content areas: http://art.tfl.gov.uk/labyrinth/wpcontent/uploads/2013/04/Labyrinth__PART2__AW_REV.pdf
Lesson Starter Idea #3

Math and Movement

Summary
Students will create and perform a choreographed set of actions within a beat pattern to demonstrate the ability to move within a certain measure of time, and to add or subtract movements to fit within a beat pattern.

Students will:
- Decide on a brief activity that they do every day such as make sandwich, walk to the bus stop, put their things in their locker, etc.
- Determine what movements are associated with this activity.
- Improvise variations into short movement sequences
- Determine a beat to add to this movement
- Be able to add or subtract movements from this beat pattern creating new variations on the choreographed sequences.

Other ideas:
- Students could do other mathematical experiences such as multiplication or divide.
- Students could write the mathematical equations for each other or write the equations first and then perform them within their activity sequence.
- Students could add fractions for complexity.
Lesson Starter Idea #4

Adverbs, Adjectives, and Action Verbs Dance

Summary
Students can explore how movement and language structure can be used to creatively tell stories and express ideas and emotions. They will be introduced or re-introduced to adjectives, adverbs, and action verbs. Students will choose one adverb, one adjective, and one action verb then formulate a movement that portrays each to share and perform for the class. See if others can guess the adjectives, the adverbs, and the action verbs. Have students work together to put several movements together that form a verbal and dance phrase.

Students will:
- Define and give examples of adjectives, adverbs, and action verbs.
- Create a motion or movement that presents the adjective, adverb, or action verb.
- Recognize and name the adverb, adjective and action verb motion that others have made.
- Consider the use of the dance elements of body, action space, time, and energy.
Lesson Starter Idea #5

Science in Motion

Summary
Students can create an original dance that communicates the stages of the water cycle. They will read books, examine photos showing the water cycle, then choreograph and perform a dance expressing what they have learned.

Arts connections: Composing and Planning, Producing, Executing and Performing

Students will:
- Read a non-fiction book about the water cycle such as: The Water Cycle: Evaporation, Condensation & Erosion (Earth’s Processes) by Rebecca Harman
- Read a storybook about the water cycle such as The Snowflake: A Water Cycle Story by Neil Waldman
- Draw or paint artworks based on images of the water cycle
- Examine photographs of the stages of the water cycle
- Create a graphic organizer that demonstrates the water cycle stages
  - (A fun book with lots of graphic organizer ideas is: The Big Book of Reproducible Graphic Organizers 50 Great Templates That Help Kids Get More Out of Reading, Writing, Social Studies, & More! By Jennifer Jacobson Dottie Raymer)
- Create and choreograph a dance focusing on the water cycle
- Perform a dance focusing on the water cycle

Other ideas:
Dance the life cycle of a monarch butterfly and read Eric Carle’s The Very Hungry Caterpillar
Dance the stages of rock formation – sedimentary, igneous, metamorphic
Dance the rotation of planets around the sun or the moon around the Earth
Lesson Starter Idea #6

Music in Action

Summary
Students can explore the concept of emotionally and physically telling a story through dance and pantomime. Students will observe how dancers can act out the story/character with movement instead of words. *A Soldier’s Tale* by Igor Stravinsky could serve as the foundation for the lesson and activities. It was originally written as a theatrical work to be read, played musically and danced, and based on a Russian folktale. In the story, a soldier trades his fiddle to the devil in return for lots of money for the rest of his life. A variety of narrative musical scores could be used at the teacher’s discretion if it fits better into the curriculum.

Literacy connections: Understanding Genres, Analyzing and Evaluating - Critique

Arts connections: Producing, Executing and Performing

Students will:
- Develop skills in communicating through physical movement (*pantomime*).
- Be introduced to the story of *A Soldier’s Tale* by Igor Stravinsky.
- Understand how a story may be told through dance.
- Learn about musical scores as a means of expression and storytelling.

Local Links:
The Currier Inn
House Concert Series
Monday, July 7th at 7:30pm, with a full production of Igor Stravinsky's "The Soldier's Tale."

Greeley's own Howard Skinner will narrate this masterpiece of 20th Century music!! The Soldier’s Tale (Histoire du soldat) is written for 7 instrumentalists and narration. A group of brilliant musicians from the Colorado Symphony Orchestra will be performing with Dr. Skinner. William Hill of the CSO will be the conductor.

The music was written and premiered in 1918 and is based on a Russian folk tale entitled "The Runaway Soldier and the Devil." Both the music (with its constant changing time signatures and virtuoso writing) and the narration (which requires Dr. Skinner to both narrate the story as well as perform the parts of the soldier and the devil), are extremely difficult and yet very accessible to audiences.
Lesson Starter Idea #7

What’s your story?

Summary
Everyone has a story. What is yours? Take a moment to think, about five minutes, no conversation during this point. Brainstorm two or three stories of your life – events that you can remember that make you who you are. It could be when you got your first pet, or when a pet passed away. It could be when you wanted something a lot and then you got it – did you work hard to get it? Was it given to you? Maybe your story is of something fun that happened with friends or with family. Maybe it is your earliest memory or something that happened this morning. Where was it? What time was it? Maybe it was the time you had the most fun you can remember. Maybe it was the saddest thing that ever happened. What about the first time you learned to ride a bicycle, drive a car, breakdance, or skate board? Think about what happened, how you felt, who was there, what was said, what the weather was like and anything else that will help with the details of your story.

Literacy connections: Elements of a Story, Analyzing and Evaluating - Critique

Mathematical connections: Sequencing

Arts connections: Composing and Planning, Producing, Executing and Performing

Students will:
• Brainstorm the stories from their lives and narrow down to one or two to share with a group.
• Use group collaborative skills to listen and respond to each other.
• Choose and write a story into storyboard format.
• Write a script with characters, plot, actions, lines.
• Create a title for their story.
• Work in groups to perform a short skit of their stories to the rest of class
• Demonstrate good audience skills.
Lesson Starter Idea #8

Social Studies

Summary
Students will use map skills to explore migration patterns throughout history and then create a choreographed representation of what they learned.

Students will:
• Decide on an area of migration to study based on class curriculum or teacher suggestion. One resource for a map is here: http://migrationsmap.net/#/TCD/arrivals
• Work in groups to research the economic, social, climate and other reasons for the migration pattern.
• Storyboard a way to tell the story of this migration through movement sequences
• Perform the migration story for the rest of the class

Other ideas:
• History Charades: Each group receives a card with a different term or historical event on it so they can plan and create movements that represents the concept. The rest of the class has to guess the event. Discuss the similarities/differences of the analogy or period in history. Examples could be: Cultures/Historical Events/Geography challenge/Economic processes
• Act it Out: Begin with a pre-established problem or topic from social studies with which the class is familiar. Use simple pantomime scenes, one-sentence scenarios, or more open-ended issues based on student age and prior experiences.
Idea for a Culminating Activity #9

Culminating Activity

In a small groups the students will examine one of the essential questions of the unit and create a physical representation such as a play, dance, spoken word poetry demonstration or other performance product or production using the concepts they had studied and their own reflections on Motion: Space, Time, and Energy in their Lives.
CDE District Sample Curriculum Project:
These teacher-authored units include standards aligned learning experiences, teacher and student resources, assessment ideas, and differentiation options.
http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples

Arts and Integration Lessons and More:
ArtsEdge from the Kennedy Center
http://artedge.kennedy-center.org/educators

Art and motion ideas gathered on Pinterest by Eli McMillian
http://www.pinterest.com/eliazmcmillan/art-education/

Denver Art Museum Creativity Resource: Hundreds of standards-based lesson plans
http://creativity.denverartmuseum.org/lesson-plans/

Well-being:
Wellness - Movement in the Classroom: Dr. Martha Eddy, Rationales, Guidelines, and Resources To Get Schools Moving-
http://www.wellnesscke.net/downloadables/Rationales,Strategies&ResourcesforMovementintheClassroom.pdf

Migration:
Resources for all aspects of migration, human, animal, insect and more
http://www.learner.org/jnorth/tm/LessonsOriginal.html

Migration: Why People Move
http://tinyurl.com/ozh6e5u

Music with Movement:
Choral Charisma – using movement and motion with choirs
http://www.choralcharisma.com/Movement.html
This site gives multiple ideas and tips to get a group of singers moving and into the action of the performance.

A Wikipedia list of cultural folk dances by origin:
More Resources

Academics and Movement:
Lessons for movement at the elementary and middle school grades on everything from reading comprehension, spelling, identifying verbs and parts of sentences to problem solving, multiplication and factoring to geography and relations within space

Brain Breaks

Energizers are classroom based physical activities that help teachers integrate physical activity with academic concepts. These are short (about 10 minute) activities that classroom teachers can use to provide physical activity to keep kids moving.

http://www.eatsmartmovemorenc.com/Energizers/Elementary.html

Articles:
Becker, K. M. (2013) Dancing through the school day: How dance catapults learning in elementary education. Recreation & Dance 84:3, 6-8
http://www.tandfonline.com/doi/full/10.1080/.U5DrQhYZxSM


Critical Evidence: How the ARTS Benefit Student Achievement- http://tinyurl.com/nm3thg4

Books:

Dennison, Paul E; Dennison, Gail E. (June 1, 1992). Brain Gym: Activities for Whole Brain Learning. Ventura California. Edu Kinesthetics.


**Where to find Research:**

ArtsEdSearch – find research about arts education  
[http://www.artsedsearch.org/about/about-artsearch](http://www.artsedsearch.org/about/about-artsearch)

National Art Education Association (NAEA) – find research about arts education  
[http://www.arteducators.org/research](http://www.arteducators.org/research)

**Working with Movement and Learning Disabilities and Developmental Movement Therapy:**

Attention Deficit Disorder Association (ADDA): [http://www.add.org](http://www.add.org)

American Speech-Language-Hearing Association: [http://www.asha.org](http://www.asha.org)


Developmental Movement Therapy: [http://www.developmentalmovement.org](http://www.developmentalmovement.org)

Phamaly Theater Company: [http://www.phamaly.org](http://www.phamaly.org)

VSA Colorado: [http://accessgallery.org](http://accessgallery.org)