

Arts-Integrated Residencies

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An arts-integrated program is most successful when a topic is chosen in which both the artist and teachers are deeply interested. Children will receive instruction in the academic topic from their teacher, and in dance from the artist. The students will then synthesize what they have learned in the two disciplines through the creation of original dance projects, and by completion of other related projects and assignments.

Children become truly invested in learning when they begin to see their own ideas take shape. Through the artistic process, children demonstrate what the learning means to them. Dr. Howard Gardner, author of “Theory of Multiple Intelligences,” states, “True understanding and expertise result when a student can reinterpret the subject matter in a variety of different ways.”

Sample Dance Residencies

Science

- “Meteorology in Motion” (principles of the science of weather)
- “Force, Motion and the Simple Machine”(physics of motion)
- “Mysteries of the Deep” (life under the sea)
- “Coyotes, Cactus, and Canyons” (ecosystem of the Southwest desert)
- “Spinning through Space” (planets and stars in science and legend)

Mathematics

- “Movin’ Mathematics” (patterns, numbers, shapes, proportion, measurement)

Reading and Language Arts

- “Leapin’ Legends” (reading and comprehension skills)
- “Rhythms of Writing” (movement as a springboard for creative writing)

Multicultural Awareness and Tolerance

- “Passport to World Cultures” (dances and tales from around the world)
- “Native American Animal Legends”
- “Shout, Tap and Rap” (history of African-Americans in dance and music)

Social Studies

- “Passport to Pennsylvania”
- “Family Trees and Community Ties”
- “Regions of the United States - the Land and Culture”
- “Renaissance Life through Dance and Music”

Related Arts

- “Feel the Beat, Dance the Style” (movement and music)
- “Dance in the Gallery” (movement and the visual arts)

Dance Residency Sample 1: Rhythms of Writing

Exploring Winter through Writing and Dance

Mastery of writing skills is a requirement in all subjects across the curriculum. Teachers often speak of the difficulty of getting students to write. Movement is a great starting point, releasing creative energy; warming up the body, mind and emotions; encouraging students to use their five senses; and helping them realize they are the author of their own thoughts and actions. Students have fun, and writing flows easily from the activity.

Pairing dance and writing is a powerful way of teaching essential skills in each area. Dance and writing are both languages, each with its own symbol system, vocabulary, and structure. Whether producing a paragraph or a piece of choreography, students go through the steps of the creative process:

- build background knowledge and vocabulary through prior knowledge, brainstorming, and research
- create an organizer considering purpose, style and audience
- produce a rough draft
- revise based on one's own response and that of others
- proofread and edit (polish)
- publish (perform)

In this residency, dance and writing are used as mutual stimuli to produce vivid action words and movement, detail and shades of meaning, emotional tone, form and style, personal interpretation, and inspiration. Movement exercises done during the residency are followed by writing exercises chosen by the classroom teacher based on his/her curriculum and the standards.

Students create and perform original choreography and produce finished writing samples. In both dance and writing, students learn to explore their own ideas, to brainstorm as part of a group, to give and take constructive criticism using correct vocabulary, and to persevere through the many steps of the process towards a finished product. As they share and critique their work, teachers and students realize that each language is unique; one is not literally a translation of the other.

Description:

Dance and movement can serve as a springboard for creating more original and vivid writing. Participating in movement provides sensory stimuli, personal engagement, and an invigorating emotional climate which leads to more easily expressing oneself in words. The creative processes of choreographing a dance and writing involve parallel steps, giving students valuable practice in completing original works.

Curriculum Connections:

This residency integrates dance and language arts. Students will brainstorm ideas on the theme of snow and create **graphic organizers** and **story maps** of **plot, character, and setting**. They will read and write **poems** with attention to **metaphors**. In response to the artist's visits, teachers will guide their students in writing exercises such as **journal entries, critiques, personal narrative, letter writing, and detailed paragraphs**.

Daily lesson sample:

Day 1 - Vivid Action Words - *Students will explore **axial** and **locomotor** movements and will brainstorm a list of vivid **verbs** corresponding to the movements. Students will create a character through movement and show how he/she would perform certain actions.*

Writing assignment: Students will write a **personal narrative** based on their **character**.

Day 2 - “The First Snow” - Using the 5 senses for movement and writing –Students will brainstorm a list of words that describe sensory memories of a first snow. Students will create moves and gestures that clearly express the meaning of these words.

Writing Assignment: Using one sense, students will write a paragraph describing snow.

Day 3 - Snow is ... Metaphors - Students will brainstorm a list of metaphors for snow (Snow is..) In groups students will create a movement piece based on one metaphor.

Writing Assignment: Students will write a poem or paragraph based on their metaphor.

Day 4 - The Snow Dance by Lezlie Evans -Dancing a Story - Students will act out the story to words and music. Students will create their own characters and movement for the situations depicted in the story.

Writing Assignment: Students will make an outline of the elements of the story (**setting, characters, problem, solution, important events, and denouement**).

Day 5 - 8 - Choreography - Creating and rehearsing original movement pieces - Students will create graphic organizers based on their ideas for dances and writing on the theme of snow. Students select a topic and create a short movement piece. Students perform their choreography for the class. Students give and receive critiques using dance vocabulary. Students revise and refine their dances.

Writing Assignment: Students write a **reflection** on the stages of the creative process.

Day 9 – Performance - Students will perform their works informally in the classroom or for a larger audience. Performance will be video taped.

Writing Assignment: Students will write reflections of performance experience.

Day 10 - Evaluation and Reflection - Students will watch the video and self-critique. Artist will lead a discussion with students using dance vocabulary.

Writing Assignment: The artist and the teachers will decide on a method of assessment. Students write about what they have learned from the residency.

Writing Assignment: Students will write an original story based on the group choreography.

Writing Assignment: Students will do a Venn Diagram comparing and contrasting the process of writing with the process of choreography.

Dance Residency Sample 2: Meteorology in Motion

Arts Infused Science Residency

Description:

Elementary students work with dancer/choreographer Barbara Pearson to reinforce the scientific study of the weather through movement. Using their bodies with space, time and force, students will enact phenomena such as the water cycle, cold and warm fronts, and air pressure. In groups students will depict events such as a hurricane or a thunderstorm, receive feedback, then revise and refine their movements. Students also look at the profound effect of weather on ancient and modern culture as depicted in legends, poetry and music.

The residency culminates with all students performing their original works for an audience, using props and costumes as needed. Students learn teamwork and the importance of working on a project through its completion. Through dance they learn to take responsibility for their own bodies and to present themselves appropriately in front of others.

Curriculum Connections:

This residency integrates dance and science. Students learn to work through the steps of the scientific process. Music, literature and visual arts can also be integrated into the process. Students will develop their visual-spatial, kinesthetic, and interpersonal, and natural intelligences.

Daily lesson sample:

- Day 1 - **Introduction to dance** - The artist will introduce basic concepts of dance and movement - personal space, high medium and low levels, and locomotor and axial movements. Ground rules will be established
- Day 2 - 3 - **Basic science concepts expressed through dance** - Students will use movement to depict various science concepts.
- Day 4 - **Cultural Expressions of Weather** - Students will be exposed to some examples of dances and legends in ancient cultures showing how people relate to weather. They will also review music compositions inspired by weather such as the Rossini's William Tell Overture or Ferde Grofe's "The Thunderstorm."
- Day 5-6 - **Creation of Original Choreography** - Students will select a weather topic of interest that has a major cultural impact and work on choreography in small groups. They will receive critiques, revise and refine their movement. The artist will combine the students' ideas into a dance, selecting appropriate music, and poetry or props as desired. Students will learn the steps of the creative process as well as performance techniques.
- Day 7 and 8 - **Rehearsal of Original works** - Students will rehearse their dances as a class, add costumes, music and props as needed, and give and receive constructive criticism.
- Day 9 - **Performance** - Students will perform their works informally in the classroom or for a larger audience. Performance will be video taped
- Day 10 - **Evaluation and Students Reflection** - Students will watch the video and self-critique. The artist and the teachers will decide on a method of assessment.

Dance Residency Sample 3: Coyotes Cactus and Canyons

The Southwest Desert in Dance

An Art Infused Science and Social Studies Residency

Description:

Elementary students work with dancer/choreographer Barbara Pearson to depict the natural environment of the American Southwest Desert. Working with the social studies and science curriculum, students study the animals, plants, land forms and climate of the region.

Using the dance element of space students create mesas, arches and canyons as well as saguaro cacti and other native plants. Through descriptive movements and gestures, children represent a road runner, cactus wren, bobcat, or other animal whose habits they have researched. The poem "The Desert is Theirs" by Byrd Baylor is read aloud to paint word pictures and illustrate how humans and animals have survived in the desert. Students are exposed to ancient Native American legends and dances as well as to contemporary music inspired by the region such as Ferde Grofe's "Grand Canyon Suite."

Students will work in groups to create original choreography and perform their works, using costumes and props as needed. As part of this interrelated arts experience, specialists may help students write poetry, do watercolors, or make masks and headdresses. This project furthers understanding of the importance of people living in harmony with nature, and the close relationship of art and culture to geography. Through dance students will develop their visual/spatial, kinesthetic, interpersonal and intrapersonal intelligences.

Curriculum Connections:

This is an arts-integrated curriculum combining dance, science, social studies and language arts. Music, poetry and visual arts can also be integrated into the process. Students will develop their visual-spatial, kinesthetic, natural and personal intelligences.

Daily lesson sample:

- Day 1 - **Introduction to dance** - The artist will introduce basic concepts of dance and movement - personal space, high medium and low levels, and locomotor and axial movements. Ground rules will be established
- Day 2 - 3 - **Plants Animals and Land forms Expressed through Dance**- Students will use movement to depict various science concepts.
- Day 4 - **Cultural Expressions of the Desert** - Students will be exposed to dances and legends of Native Americans, as well as music compositions inspired by the desert such as or Ferde Grofe's "Grand Canyon Suite"
- Day 5-6 - **Creation of Original Choreography** - Students will work on choreography in small groups. The artist will combine the students' ideas into a dance, selecting appropriate music, and poetry or props as desired.
- Day 7 and 8 - **Rehearsal of Original works** - Students will rehearse their dances as a class, and give and receive constructive criticism.
- Day 9 - **Performance** - Students will perform their works informally in the classroom or for a larger audience. Performance will be video taped.
- Day 10 - **Evaluation and Reflection** - Students will watch the video and self-critique. The artist and the teachers will decide on a method of assessment and students will write what they have learned. Artist will lead a discussion with students.