

Stand Tall

Grade 2, Language Arts/Dance

By Kaitlin Adams

Core Curriculum:

Reading Literature Standard 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Reading Literature Standard 3: Describe how characters in a story respond to major events and challenges.

Dance Curriculum:

Standard 2.D.P.3: Move body parts one at a time and in a variety of combinations.

Standard 2.D.P.4: Demonstrate clear pathways and intent when performing locomotor and non-locomotor movements.

Standard 2.D.P.5: Identify and demonstrate contrasts in tempo and rhythm through movement.

Standard 2.D.P.6: Demonstrate a variety of movement qualities while dancing.

Dance Objective:

In a 30 minute lesson, students will explore through guided improvisation, locomotor movement, pathways, contrasting movement qualities, and isolation of body parts while following the arc of a story. Students will create an original work to perform that has a beginning, middle, and an end.

Book: Stand Tall by Patty Lovell

Introduction/Warm Up: 5-10 minutes

Class rules: Do your best! Have fun! Be safe! Be respectful of your friends!

I will open the lesson by asking the students a couple of questions. Have you ever felt different from the people around you? Maybe they are taller than you. Maybe they have long, straight hair, and yours is shorter and curled. Maybe you have blue eyes, and theirs are green!

Now, when I say **GO**, we're all going to stand up and move around the room however you want to! And when I say **STOP**, *find a friend* that is close to you, and make a twisted shape next to each other and freeze!

What are we going to do when I say **GO**? What happens when I say **STOP**?

Play some music while the students move for a brief time until they are prompted to go to their partner

I will ask 3 students to raise their hand and share something they see is different from their partner. We will repeat the exercise one more time.

Music: First Day of School, Michael Giacchino

Explore/Investigate: 10-15 minutes

Page 1: High/Low land!

Dividing the room in half, students will choose a side to begin on. The **High side** will be stretched and expansive movement with jumps and leaps and skips. Low side will explore curved, twisted, and **low movements** by sliding, crawling, and moving across the floor. Students will be free to move from side to side as they wish. I will be side coaching to help them find more diverse movements and ideas.

Music: Touch the Sky, Julie Fowlis

Page 3: Buck Teeth

Dancers will be *split into pairs* and will find their own space in the room. One dancer will start by making a really high and straight shape, and their partner will make a low twisted shape. When I say **SWITCH!** They will do the opposite of what they did before. We will repeat this exercise a couple of times.

I will ask THREE dancers to share something that their partner did that was really neat!

Next, we will have one partner be the leader, and the other will follow them as they make a shape of their choice. The second partner will try to copy exactly what their friend is doing! We will go through three or four shapes, and then we will switch.

Gather the dancers back together and will ask 5 people to share if they liked being a leader or follower best, and why. What was hard about leading? What was hard about following?

Music: When Can I See You Again, Owl City

Page 7: Fumble Fingers

Dancers will be guided through an improv using very fast movements highlighting *Jumping, twirling, skipping, and leaping*. When I say **STOP**, I will ask them to quickly make a twisted shape on the floor. And hold really still. Then, I will instruct them to move only their hand very slowly at first and then gradually we will speed up until they can't go any faster.

We then will repeat the exercise, only this time we will be moving slowly and will be *sliding, gliding, swinging, and stretching*. When I say **STOP!** The dancers will hit a very high and straight shape. This time, we will start moving our hips really quickly and gradually will downgrade to slow movements.

We will repeat the exercise one last time. Only this time the dancers can choose if they want to move fast and stay on the high level, or slow and stay on a lower level. They can switch whenever they'd like! When I say **STOP!** The dancers will make a medium shape with a lot of angles. This time, we will focus on moving only their toes!

We will gather together and I will ask the dancers what their favorite way to move is. Do they like moving slowly? Why? Do they prefer to move fast? Why?

Read a few more pages of the story, going through the school part of the book.

We will focus on the Football page.

Instruct the dancers to move in very straight pathways, in slow movement. They are trying to make it to their "goal" but can't be on their feet! They will need to crawl, slide, and swing on the floor to get there. When I say SWITCH they will choose a new direction, but keep the same movement quality.

The second time, instruct them to move in a curved pathway through the room. This time they will skip, jump, leap, and hop around the room, moving very quickly. But this time, they can't use their arms! They need to stay glued to their sides.

Music: Romantic Flight, John Powell

Create:

Students will split into groups of three and create a dance with a beginning, middle and end. The concept is to show how we can make friends and include each other.

Perform

Music: Dig a Little Deeper, Jenifer Lewis

Analyze/Cool Down: 5-10 Minutes

I will invite the students to gather together and we will finish the rest of the story. We will then discuss the truth that everyone is different. We all have different challenges to face, but it's how we choose to face them that matters most. We need to be kind to everyone whether they are really similar or really different from us. We may need to do things differently, but that doesn't mean that our way is wrong or bad!

Is it hard when you are different from other people? Why?

What can you do to help everyone feel included?

What did you learn from Mary Lou Mellon about facing challenges in life?