

## The Kennedy Center Partners in Education



Last November, University of Southern Mississippi dance professor and K-12 Licensure Supervisor Julie White offered an arts integration **movement** workshop for teachers in the Clarksdale Municipal School District. At this workshop, White modeled two classroom lessons: one, a sixth-grade mathematics lesson focusing on fractions, numerators and denominators, and shape symmetry; and two, a fifth grade ELA lesson that looked at the poetry of Langston Hughes.

During the workshop, she discussed the four elements of dance: body, energy, space, and time. An easy mnemonic device for the four elements would be to recall that when using movement in the classroom, one should always adhere to **BEST** practices. To build upon White's lessons and to promote the use of movement for kinesthetic learning styles, please look over some of the Kennedy Center's ArtsEdge lesson summaries included below that detail how movement can be

adapted to multiple subjects in classrooms with limited space.

**The Dance of the Butterfly:**  
Can you express the life cycle of the monarch butterfly through dance? (K-4)

[https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly\\_Dance](https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly_Dance)

In this lesson, students will create an original dance that communicates the stages of the life cycle of the monarch butterfly. They will read Eric Carle's book, *The Very Hungry Caterpillar*, examine photos showing monarch butterfly life cycles and choreograph and perform a dance expressing what they have learned.

### Learning Objectives

Students will:

- Read Eric Carle's book *The Very Hungry Caterpillar*
- Draw pictures based on images from *The Very Hungry Caterpillar*
- Examine photographs of the stages of the monarch butterfly life cycle



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- Create a graphic organizer that demonstrates the monarch's life cycle stages
- Create and choreograph a dance focusing on the life cycle of the monarch butterfly
- Perform a dance focusing on the life cycle of the monarch butterfly

## Teaching Methods

Brainstorming  
Cooperative  
Learning  
Multimedia  
Instruction

## Materials

1 Computer per  
classroom  
A projector

## DOWNLOAD ALL LESSON HANDOUTS UNDER THE *RESOURCES IN REACH* TAB

[https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly\\_Dance#Instruction](https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly_Dance#Instruction)

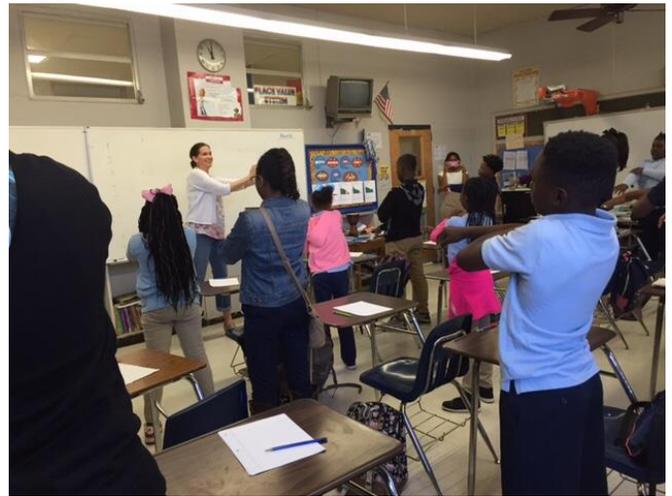
This lesson is hand-out heavy. There are a lot of materials available for download that will require some organization on part of the teacher, including worksheets and pictures for students to review. In addition to the handouts, teachers should make use of the available slideshows and videos under the *materials* tab to promote full student engagement. The dance rubric and standards compliance can be found under the assessment tab of the lesson, or by following:

[https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly\\_Dance#Instruction](https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly_Dance#Instruction)

**Weather and Wind:**  
What causes wind?  
Discover the truth behind  
the whoosh (5-8)

[https://artsedge.kennedy-center.org/educators/lessons/grade-5/Weather\\_and\\_Wind](https://artsedge.kennedy-center.org/educators/lessons/grade-5/Weather_and_Wind)

This lesson introduces the expanding and condensing properties of air masses and the unequal heating of Earth as the force behind the wind. Students will write a report on a topic related to wind and weather patterns, and will create a dance to demonstrate their understanding of weather patterns.



## Learning Objectives

Students will:

- Learn about the concept of wind and how it affects the weather.
- Understand the concept of molecular expansion and contraction as it relates to temperature.
- Write a report that will discuss a concept related to wind and weather.
- Create a movement sequence to show understanding of weather concepts.

# ARTS INTEGRATION: MOVEMENT

**Teaching Methods**  
Cooperative Learning  
Discussion  
Research  
Multimedia  
Instruction

**Materials**  
1 Computer per  
classroom

Diagrams and instructions are available under the *resources* tab on the Arts Edge website. Some prior student knowledge concerning energy, heat, and molecules is necessary, but there are multiple links available under the *preparation* tab that grant teachers access to supplementary lesson materials. This lesson emphasizes components of dance, but also research, and the assessment rubric is available for download like most other lesson plans on the Arts Edge website.

[https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/dancing\\_winds\\_weather\\_on\\_the\\_move\\_presentation.ashx](https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/dancing_winds_weather_on_the_move_presentation.ashx)

**Baila! Latin Dance in the Spanish Classroom (9-12)**  
Learning about Latin American history and culture through dance

Students demonstrate and learn about the Latin dances of salsa, mambo, merengue, rumba, cha cha, bachata, and samba through oral group presentations on each dance. Students will also research and present information about the countries from which the dances originated.

Using Spanish, students will write written reports on their respective dances and their countries of origin and will provide answers to classmates'

questions (in Spanish, English optional) regarding their presentations.

## Learning Objectives

Students will:

- Apply the elements of dance to descriptions of particular Latin dances
- Create and give oral presentations about a Latin dance and its country of origin
- Write reports about a Latin country or dance in English or Spanish (optional)
- Write questions in Spanish about each Latin dance presented by their classmates
- Answer, in Spanish, questions asked by classmates (optional)
- Compare and contrast two Latin dances

**Teaching Methods**  
Discovery Learning  
Discussion  
Experiential Learning  
Reflection  
Research

**Materials**  
1 Computer per  
Classroom  
Projector  
Television  
Physical Space

## Instruction

The five-part instruction guide on engagement, knowledge building, application, reflection, and assessment, can be found at [https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Baila\\_Latin\\_Dance#Instruction](https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Baila_Latin_Dance#Instruction)

All handouts for the lesson are available for free download under the *Resources in Reach* tab of the previous link. An assessment rubric is provided, in addition to step-by-step Spanish language prompt questions and online videos to supplement the lesson.