

"Beauty & The Beast" Dance Lesson Plan

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Grade Level: 3

Context and Space: Students are immersed in a study of Fairy Tales. They are reading several including a traditional retelling of *Beauty and the Beast*. Literature lessons include elements of story: plot, characterization, conflict, and resolution. Elements of genre are emphasized. Students are exploring elements specific to the Fairy Tale genre. The dance lesson will emphasize characterization via transformation. The Multi-Purpose Room is the setting for the dance lesson. Note: it may be necessary to use two class sessions for the lesson.

Materials: *Imagine It* Reading Program, library and trade books, drum head/mallet, variety of instrumental music, *The Planets* cd, white board/markers

Lesson Objectives:

- Explore moving through space by moving within a group at various speeds, using several locomotor movements
- Improvise with other students through the use of shapes, shaping and spatial relationships to create an animal
- Perform and repeat several floor patterns and pathways
- Cooperate through movement and verbal language with other dancers
- Create a transformation dance within a group of 2-3 students
- Share dances with classmates through performance and discussion
- Reflect on the dances of others through discussion

Dance Elements/Movements to be Explored

- speed
- motion and stillness
- general and personal space
- locomotor movements (slide, skip, hop, walk)
- non-locomotor movements (reach, twist, bend, stretch)
- high, middle and low shapes
- moving to a rhythm
- spatial pathways
- shaping
- spatial relationships

Introduction/First Developmental Activity

1. The students are asked to find their own personal space inside the lines that define one half of the gym. Within this small space, the students are asked to walk through general space, exploring weaving around and through their classmates as the teacher beats a steady beat on a hand drum. Gradually the teacher increases the speed, building from a slow walk to a run, etc. with the students being asked to make quick changes in direction.

2. The teacher continues to tap a beat on the hand drum (varying the rhythm, volume, etc. as the characterization requires). On command students explore moving as a 'character' i.e. a. a kindergartener, b. the principal, c. a teenager, d. a giant, e. a gnome, f. an animal.

3. Next, the teacher brings the students to a sitting position on the floor. S/he then plays an excerpt of the music (*The Planets*) to be used for the transformation dance. Students are asked why this music could be used to represent the Beast. With the class the teacher lists descriptors of The Beast (from the music and the text). If necessary, s/he reminds the students that within the Beast there is an element of humanness and kindness that Beauty always sees.

4. Next, the teacher divides the class into small groups (4-5). S/he facilitates the selection of an animal by each group. Through demonstration/discussion/providing feedback, the teacher emphasizes that the task will not be to pantomime an animal, but to move like the animal. Each group will be asked to work on at least two different levels and through several movements (3 or 4).

5. The teacher gives the students a chance to work on this on their own, then asks the class to perform simultaneously (practice) and then in performance.

Second Developmental Activity

1. The students are asked to return to the circle to listen to the next set of directions.

2. The teacher demonstrates traditional promenades of a 'courtly fashion' ala Prince, Princess at a Royal Ball. After a demonstration s/he asks the students to perform these movements and create a Royal Processional.

3. The teacher then gives the students guidelines for creating their own Transformation Dance where the animal transforms to become the Prince.

- Create a Transformation Dance that begins with your Animal Dance and becomes the Royal Procession
- The dance should include both locomotor and non-locomotor movements
- Each group must show a clear beginning and ending

Culminating Experiences

Give students a chance to share their dances with their classmates.

Lead a discussion about the dances by asking the students questions and encouraging the audience members to ask questions of the dancers.

In a subsequent lesson students will reflect upon their experience in graphic representations and in an essay.