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Resource ID#: 164968

Poetry in Motion

Primary Type: Lesson Plan

In this lesson, students will be able to use a poem or notable speech to express ideas through movements and gestures and reflect on how their movements reflect the key ideas of the poem.

Subject(s): Dance

Grade Level(s): 4

Intended Audience: [Educators](#)

Suggested Technology: Computer for Presenter, Internet Connection, Interactive Whiteboard, LCD Projector, Overhead Projector, Speakers/Headphones

Instructional Time: 1 Hour(s) 20 Minute(s)

Resource supports reading in content area: Yes

Keywords: I Have a Dream, poem, poetry, movement

Resource Collection: Arts for a Complete Education (ACE)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to use a poem or notable speech to express ideas through movements and gestures.

Students will be able to reflect on how their movements reflect the key ideas of the poem.

Prior Knowledge: What prior knowledge should students have for this lesson?

Students should be familiar with the structure of a poem and/or speech.

Students should also be familiar with the following key vocabulary: Form, rhythm, choreography, stanza, interpret, analyze, theme

Guiding Questions: What are the guiding questions for this lesson?

How can we use poetry to study form, rhythm, and choreography?

Teaching Phase: How will the teacher present the concept or skill to students?

On day one, after warmup, the students will immediately listen to the "I Have a Dream" speech by Dr. Martin Luther King.

The teacher will lead class in a discussion about poetry. What is it? Why could poetry be useful in creating dance? Do poems have rhythm? What poems have you read before?

The teacher will select a few lines from the speech to analyze with students. "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character" Discuss with your shoulder partner what this means to you.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

The teacher will take approx. 10 minutes to discuss the form of the poem. Is there repetition? Is there a pattern? What is the rhythm?

The teacher will select a few lines from the speech and choreograph movement to interpret the theme. The students will practice as a class and in collaborative pairs.

The students will receive a new poem that is very different in structure and theme. Student read the poem and with their shoulder partner compare with "I Have a Dream."

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

The students will be organized into small groups and each group will choose a stanza from the poem to analyze. They will be focusing on form, rhythm, and theme.

Groups will then take the stanza and choreograph movement to it. There will not be one choreographer, all students are responsible for creating at least one movement.

Groups perform for the class.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Final thoughts- What did you learn about poetry by using music and dance? How can poetry influence music or choreography?

Summative Assessment

Students will perform their poem choreography and describe how they analyzed the language, form, and rhythm to choose the movement.

Formative Assessment

Students to provide oral responses during discussion/student reflection questions

Teacher to make observations during dance performance

In student journals, students should reflect how their movements convey the meaning of the poem.

Feedback to Students

Feedback to students will be continual throughout the lesson, at integral points in the lesson, teacher should stop, discuss and give feedback.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Adjust the groups so there is a positive role model in each one, if needed.

Allow the use of dictionaries.

Provide frequent feedback.

Provide more time to complete activities.

Encourage students to modify their movements based on exploration of individual movement abilities.

Suggested Technology: Computer for Presenter, Internet Connection, Interactive Whiteboard, LCD Projector, Overhead Projector, Speakers/Headphones

Special Materials Needed:

"I Have a Dream" by Martin Luther King Jr.

"Audition" by Hope Anita Smith

"Funky Snowman" by Calef Brown

All poems found in Hip Hop Speaks to Children by Nikki Giovanni

SOURCE AND ACCESS INFORMATION

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Related Standards

Name	Description
DA.4.H.3.2:	Use improvisation and movement studies to explore concepts from other content areas. Remarks/Examples: e.g., science, math, reading, history
DA.4.O.3.1:	Express ideas through movements, steps, and gestures.