

Dance Stories Alive!

Developed by: Diane “Dancing Diane” McNeal Hunt
Artform(s): Dance/Movement, Drama, Storytelling

Description

Dance a story alive with this two-part lesson. Students will travel to the farm where they will wiggle, roll, and clap their way to learning about habitats.

Learning Objectives

Students will:

- Name animals that may live on a farm.
- Demonstrate different movements of the farm animals.
- Recall the words that correspond to the animal movements.
- Vocalize the animal sounds for the different farm animals.

Students will experience:

- How dance may be used as a form of expression.
- How dance movements allow you to become a different character.
- How dance helps to make a healthy body and you feel happier.

Students’ Prior Knowledge Necessary For This Experience

- Knowledge of the different animals that may be found on a farm.
- Understanding that a farm has land for growing foods to eat and raising animals.

Vocabulary

Arts Vocabulary:

- Warm Up – Short movement series to get the muscles warm, heart rate up, and increase mobility and flexibility
- Dance Action Words:
 - Clap: two hands/palms coming together, producing a sound.
 - Dance: freestyle moving to the song.
 - Diggity Dig (Dog): hands representing dog paws and digging action.
 - Flap: moving the elbows up and down, like duck wings.
 - Roll: two arms encircling each other.
 - Roll in the Mud (Pig): hands/forearms encircling one another.
 - Scritch Scratch (Cat): hands/fingers making sharp claws and scratching, crossing the midline.
 - Shrug: moving the shoulders up and down.
 - Tip Toe (Mouse): thumb and two fingers making tiny paws tip toe.
 - Wave: moving hand side to side.
 - Widdle Waddle (Duck): walking, rocking side to side.

Curriculum Content Vocabulary:

- Farm: Land, out in the countryside, used for growing food and raising animals.
- Habitats: Different places where animals and plants live, e.g., farm, jungle, desert, ocean, etc. Character

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Materials Needed

This lesson applies the Wolf Trap method of “Coffee Can Theater.”

In the video, I kept the characters hidden from being visible on camera until it was time to present each one as a surprise.

- To create curiosity, suspense, and mystery, use a container such as a coffee can, tote bag, etc., that is large enough to hold the characters/props needed for telling a story.
- Use toys, stuffed animals, or other props to represent the animals in the story.
- Play with the mystery of what is inside, shake the container, and get predictions from the students.

Lesson Plan

Greeting Song Warm Up

Sing a greeting song. Use a song with simple movements at the beginning of each day or lesson. Here is the “Greeting Song” I created for this video:

Hey, Hey, Hey — It’s a Great Day, Day, Day

by Diane McNeal Hunt – Wolf Trap Artist

Hey, hey, hey — it’s a great day, day, day
Hey, hey, hey — let’s start this way, way, way
(Sway body in a happy, easy dance)

Let’s wave our hand, hand, hand — to say HELLO-O-O
Let’s wave our hand, hand, hand — to say hello!
(Wave hand, side to side)

Let’s shrug our shoulders now — to say HELLO-O-O
Let’s shrug our shoulders now — to say hello!
(Shrug Shoulders, up and down)

Let’s flap our elbows now — to say HELLO-O-O
Let’s flap our elbows now — to say hello!
(Flap elbows in a various ways)

Let’s roll our arms around — to say HELLO-O-O
Let’s roll our arms around — to say hello!
(Hands and forearms roll, encircling one another)

Let’s clap our hands out loud — to say HELLO-O-O
Let’s clap our hands out loud — to say hello!
(Clap hands, loudly to the steady beat)

Now everybody DANCE — and say HELLO-O-O
Now everybody DANCE — and say HELLO-O-O
Now everybody DANCE — and say HELLO-O-O
Now everybody DANCE — and say hello! — HELLO!!!!
(Freestyle dancing)

Main Experience

- Ask students what they know about the farm and animals that live there.
- Use “coffee can theater” method to present farm animals from the story: duck, dog, cat, mouse, and pig.

- After introducing the animal, sing the verse of “Out on the Farm” demonstrating sounds and movements of the animal. Encourage students to follow along to the interactivity of the song. If students do not participate right away, that’s OK! As the verses repeat, they will learn when to participate.
- NOTE: this activity will be used to introduce specific farm animals that will be part of the dance and drama story in Part Two.

OUT ON THE FARM – Dance Warm Up

by Diane McNeal Hunt – Wolf Trap Artist

Out on the farm, one fine day,
I saw a DUCK and it stopped to say,
“Quack, quack, quack.” What did it say?
“Quack, quack, quack.”
And it had two flapping wings (*Show me your two flapping wings*),
And it liked to go: widdle-waddle, widdle-waddle, widdle-waddle,
All through the day . . . oh yeah!

Out on the farm, one fine day,
I saw a DOG and it stopped to say,
“Woof, woof, woof.” What did it say?
“Woof, woof, woof.”
And it had two floppy paws (*Show me your two floppy paws*),
And it liked to go: dig-dig, diggity-dig (do that),
Dig-dig, diggity-dig,
All through the day . . . oh yeah!

Out on the farm, one fine day,
I saw a CAT and it stopped to say,
“Meow, meow, meow.” What did it say?
“Meow, meow, meow.”
And it had sharp, little claws (*Show me your sharp, little claws*),
And it liked to go: scritch-scratch, scritchity-scratch (do that),
scritch-scratch, scritchity-scratch,
All through the day . . . oh yeah!

Out on the farm, one fine day,
I saw a MOUSE and it stopped to say,
“Squeak, squeak, squeak.” What did it say?
“Squeak, squeak, squeak.”
And it had teeny, tiny paws (*Show me your teeny, tiny paws*),
And it liked to go: tip-toe, tippity-toe (*do that*),
Tip-toe, tippity-toe,
All through the day . . . oh yeah!

Out on the farm, one fine day,
I saw a PIG and it stopped to say,
“Oink, oink, oink.” What did it say?
“Oink, oink, oink.”
And it liked to play in the mud — You could see him go,
Roll in the mud, roll in the mud, (*Do that – rolling arms*),
Roll in the mud, roll in the mud,
All through the day . . . oh yeah!

Wrap Up

- “Fantastic! You did a great job of dancing the moves of the farm animals.”
- Ask students to recall, sequence, or match animal sounds to movements to assess student learning.
- Create moves for other farm animals that you mentioned: the cow, horse, rooster, and sheep. Or think about animals that live in other habitats like the jungle, ocean, desert, etc. Dance the many characters by getting creative and finding movements for each one!

Intentional Questions

Open-Ended

- How did you feel after dancing?
- After dancing, what changes did you feel in your body?
- After dancing, what changes did you feel in your feelings? Sad to happy? Tired to awake? Stiff to loose?

Problem Solving

- What other farm animals do you know about?
- What movement could you think of to become that animal?
- What sound do you think they should make?

Factual Questions

- What animals did you meet during the dance?
- What movement did the duck like to do? Dog? Cat? Mouse? Pig?
- Which animal liked to roll in the mud? Ask for other actions of the different animals.