

## Teaching Artist Lesson, Part Two

# Dance Stories Alive!

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

### Learning Objectives

#### **Students will:**

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

#### **Students will experience:**

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

### Students’ Prior Knowledge Necessary For This Experience

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

## Lesson Plan

### 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)*

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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)*

### **Additional warm up activities:**

- Ask students what they remember about the farm and different animals that live there.
- Use “Coffee Can Theater” method to reintroduce farm animals from the story in Part One, i.e., duck, dog, cat, mouse, and pig, and ask students to recall their movements from the previous lesson.

## Main Experience

Note to teacher: This story was inspired by the concepts from two different books, *Are You My Mother?* by P. D. Eastman and *Off We Go!* by Jane Yolen. The ideas/patterns from both books gave me inspiration to create a new dance-drama that has a pattern to follow for the movement prompts, language play for speaking parts, and dramatic elements for connecting empathetically. This dance-drama transfers well to animals in different habitats.

### **ARE YOU MY FAMILY?**

Story by Diane McNeal Hunt

Mama Duck and Baby Duck live on a farm and they enjoy widdle-waddling around to watch the corn grow or visit the apple orchard or orange grove. They love to swim in the pond.

One day, Mama Duck said to Baby Duck, “Baby Duck, we’re going to go for a walk, and you need to stay close to me so you won’t get lost.”

Baby Duck said, “Yes, Mama!” and away they went . . . widdle-waddle, widdle-waddle, widdle-waddle—quack, quack, quack.

So, Baby Duck followed Mama Duck very closely, but Baby Duck became interested in something in one direction and Mama Duck kept going. Soon, Baby Duck was all alone, and Baby Duck was lost.

Baby Duck decided to keep walking and searching for dear Mama Duck. He searched this way and that way, calling out, “Mama? Oh Maaamaaaa!” But Mama, was nowhere to be seen.

Suddenly, Baby Duck heard a rustling in the bushes. He ran over to see if it was Mama, and out jumped a dog.

Baby Duck asked, “Are you my family?”

The Dog answered, “I like to say, ‘Woof, woof.’” The dog had two floppy paws. *(Cue students: “Show me your two floppy paws.”)*

Dog liked to go, dig, dig, diggity-dig. *(Cue students: “Do that!”)* Dig, dig, diggity-dig

Baby Duck said, “No, you’re not my family. I say, “Quack,” and I like to widdle-waddle. Thanks very much, Dog.” Dog said, “Good luck, Baby Duck!”

Baby Duck kept on looking. He heard a scratchy sound by the big tree. He ran over to see if it was mama, and out pounced a cat.

Baby Duck asked, “Are you my family?” The Cat answered, “I like to say, ‘Meow, meow.’” The cat had sharp little claws. *(Cue students: “Show me your Sharp Little Claws.”)*

Cat liked to go scratch-scratch, scritchity-scratch. *(Cue students: “Do that!”)* Scritch, scratch, scritchity-scratch

Baby Duck said, “No, you’re not my family. I say, “Quack,” and I like to widdle-waddle. Thanks very much, Cat.”

Cat said, “Good luck, Baby Duck!”

Baby Duck kept on looking. He heard a tiny sound by the barn. He ran over to see if it was Mama, and out scurried, a little mouse.

Baby Duck asked, “Are you my family?”

The mouse answered, "I like to say, 'Squeak, squeak,'" and he wrinkled his nose. The mouse had teeny tiny paws. (Cue students: "Show me your Teeny Tiny Paws.")

Mouse liked to go tip, toe, tippity-toe. (Cue students: "Do that!") Tip, toe, tippity-toe.

Baby Duck said, "No, you're not my family. I say, "Quack," and I like to widdle-waddle. Thanks very much, Mouse."

Mouse said, "Good luck, Baby Duck!"

Baby Duck was really worried, but he kept on looking. He heard a loud sound in back of the barn. He ran over to see if it was Mama, and It was a pig.

Baby Duck asked, "Are you my family?"

The Pig answered, "I like to say, 'Oink, oink.'" The Pig liked to play in the mud! (Cue students: "He went like this.")

Pig liked to go roll in the mud, roll in the mud. (Cue students: "Do that!") Roll in the mud; roll in the mud

Baby Duck said, "No, you're not my family. I say, "Quack," and I like to widdle-waddle. I definitely don't roll in the mud."

Pig said, "Good luck, Baby Duck!"

Poor Baby Duck. He was so sad, he sat down in the middle of the farm. He covered his little eyes and cried, "Qua, qua, quaaack, quack, quack." Right then, he heard a sound! "QUACK-QUACK!"

Ohhhhh! Who is it? (Students respond, "Mama!")

"QUACK, QUACK!" . . ."Quack-quack," said Baby Duck. He ran over and asked, "Are you my Family?"

Mama Duck said, "Of course. I like to say, "QUACK, QUACK," and I like to go widdle-waddle, widdle-waddle, widdle-waddle, quack, quack, quack!" And they widdle-waddled safely back to the pond. Baby Duck followed Mama Duck very closely, and he never got lost, again!

## Wrap Up

- "Fantastic! You did a great job of dancing the story *Are You My Family!*"
- Recall the actions of the animals.
- Ask students to think about other types of animals or habitats to dance.

## Intentional Questions

### Open-Ended

- How did you feel when Baby Duck was lost? Sad? Scared? Worried?
- How did you feel when Baby Duck's Mama returned?
- What are some rules or directions you should follow to make sure you stay safe?

### Problem Solving

- Why did Baby Duck get lost?
- What should Baby Duck have done to stay safe?

### Factual Questions

- What animals did you meet in the story?
- 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.
- How did the animals treat Baby Duck when they met him?

## Post Lesson — Follow Up

### Extensions on the Lesson

- Explore ways to move other body parts for the "Greeting Song," and add new verses to the song and dance.
- Discuss other farm animals, and have students create movements and sounds for each one.
- Discuss different habitats, and ask about animals that may live in the jungle, ocean, mountains, etc. Create movements and sounds for the animals of different habitats.

## Extension on the Story

- Retell the story, allowing the students to select new farm animals that Baby Duck meets while searching for his Mama, e.g., rooster, cow, horse, sheep, etc. Agree on the sounds they make and the movements they do. Put them into the “playful language style” used in the story, for example:

*Rooster says “Cock-a-doodle-doo.”*

*Rooster likes to bob his head and go peck, peck, peckity-peck.*

- Think about animals that live in other habitats, like the jungle, desert, ocean, etc. Change the story, choosing animals that live in a different habitat. Get creative and finding dance movements for each one!