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| **Grade** | **Content Areas Being Integrated**  |
| 5th Grade | **Dance and Science** |
|  | **Art Discipline** | **Other Content Area** |
| **Standards****Addressed in the Integrated Lesson/Activity** |  **2.1** Create, memorize and perform complex sequence of movement with greater focus, force, energy and intent. **2.4** Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever | **3. b.** Students know when liquid water evaporates; it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. **3. c**. Students know water vapor in the air moves from one place to an­other and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. **CCSS Connection:****RI.5.9** Integrate information from several texts on the sametopic in order to write or speak about the subject knowledgeably.  |
| **Student Objectives in Each Discipline** | Students will use the concept of cycle to be able to make a diagram and perform a complex dance to sequence the process of how water moves through the water cycle (evaporation, condensation, precipitation) | Students will be able to complete a diagram representing the process of water changing through the water cycle (evaporation, condensation, precipitation) |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.******How can the sequence of movements help you understand the concept of the water cycle?*** |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?*** ***Can you explain what is the process of the water cycle?*** |
| **Materials/Resources** |
| * Textbook, video on the water cycle, Internet
* Diagram of the Water Cycle
* Steps of the dance sequence (one per group)
* Chart paper for students to chart their dance
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| **Lesson/Activity Description****Day 1**1. Using a thinking map (Circle Map): Brainstorm “What do we know about the water cycle?”
2. Introduce the Water Cycle of Diagram: show students the different parts of the water cycle: evaporation, condensation and precipitation. Discuss the importance of the process of the water cycle
3. Explain to students that we will explore the sequence and process of the water cycle through literature and the use of the movement of our bodies as a way to explain this process
4. Divide students into groups of 4 to work together for this activity
5. Assign each group a reading assignment on each part of the water cycle.
6. Have each group discuss and explain what they read in order to have a better understanding of the water process
7. Have students diagram the concept of the water cycle and explain with details

**Day 2:**1. Explain to students they will use the elements of dance to choreograph the water cycle
* Body (develop non-locomotor and locomotor movements)
* Energy (use sharp/smooth, strong/weak, heavy/lights expressions)
* Space (use in place or through space, use solo, duet, trio shape or body design)
* Time (slow, fast, moderate, gradual, sudden, accelerate, decelerate, long, short)

 Review and explain the qualities of movement:* Swing (legs and arms swings as we walk, work or play)
* Percussive (energy is apply with sudden force sharp aggressive movement, such as battling, kicking, striking, dodging)
* Sustained (movement is smooth and even, the result of a steady equalized release energy0
* Vibratory (The range of movements of slight such as quivering, shaking)
* Suspended (the movement seems to suspended for brief movement, such as a movement in the air)
* Collapse (The release of tension)
1. Have students begin to make locomotor and non-locomotor movements with the sound of music (2minutes)
2. Have students continue making movements by adding energy to their actions (2 minutes)
3. Have students continue with movements by adding space and time into their actions
4. Have students divided into their groups of four to work on the dance movements they work on to explain the sequence of the water cycle.
5. Have students perform the sequence of movements that demonstrate the water cycle.
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