



Arts Raising Children Higher  
GCS Arts Integration Academy

Subject: ELA/dance Grade: 5		Topic: "I Am" poems
Teacher: Created by Jenny Braswell, Dance Educator		Date:
<p><i>NC Standard Course of Study Essential Standard:</i> W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>NC Standard Course of Study <b>Arts</b> Essential Standard:</i> 5.CP.1 Use choreographic principles, structures, and processes to create dances and communicate ideas, experiences, feelings, and images.</p> <p><i>NC Standard Course of Study Clarifying Objective:</i> W.5.2 Write to share information supported by details</p> <p><i>NC Standard Course of Study <b>Arts</b> Clarifying Objective:</i> 5.CP.1.1 Create short dances that use simple choreographic forms and structures (musical, literal, or visual), and that vary the use of dance elements. 5.CP.1.3 Create short dances that communicate abstract ideas.</p>		
<b>Content Vocabulary:</b> Supporting details	<b>Shared Vocabulary:</b> details	<b>Arts Vocabulary:</b> Gesture abstract details
<b>Assessment:</b> Students should be able to create a short poem written about themselves and their experiences that includes details supporting their thoughts.		<b>Arts Assessment:</b> Students should be able to use gesture and movement to abstract written ideas and details and use in a movement sequence.
<b>Multiple Intelligences/Mean of Representation/Action/Expression:</b> <ul style="list-style-type: none"> <li>• Kinesthetic learners are reached through movement</li> <li>• Visual learners are reached through watching others move and writing.</li> <li>• Students have choice and voice in their writing and creating movements.</li> <li>• Students work independently to tell their own stories, experiences, opinions.</li> <li>• Students act as audience members to view and interpret their classmates' dance phrases.</li> </ul>		
<b>Activity:</b>	"I Am" poem	<b>Materials and Time</b>
I. Focus and Review (Establish prior knowledge)	Discuss with students how to create a poem using one's own thoughts and ideas. This kind of poem is not one that rhymes or follows a rhyme scheme, but it does follow a structure.	<u>5</u> minutes



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II. Statement (Inform student of objectives)	The poem we are going to write is called an "I Am" poem. We will write a poem stating our own thoughts about particular experiences or feelings. Each person will write their own poem and the poem will be an individual work.	<u>5</u> minutes
III. Teacher Input (Present tasks, information, and guidance)	<p>Look at my example for this poem:</p> <p>I am I wonder I hear I see I want I am</p> <p>I have filled in each part of the poem with an actual experience or detail about myself. For the "I am" part, I used two adjectives to describe myself. I will use the same line for the beginning and for the end. For the other parts of the poem, I wrote about actual experiences that I "wonder", "hear", "see", or "want". Notice I didn't write about something I want for Christmas, or that I hear what's happening right now at the current moment. I wrote about things that I have heard or want to hear, things I have seen or want to see, things that I want for more than just myself.</p>	<u>5</u> minutes
IV. Guided Practice (Elicit performance, provide assessment and feedback)	<ol style="list-style-type: none"> <li>Fill in each part of the "I am" poem for yourself.</li> <li>Watch my movements to see how I turned them from gestures to movements using the elements of dance. <ol style="list-style-type: none"> <li>The gesture for "creative" and "kind" go like this: creative like building, kind like a handshake.</li> <li>The gestures don't look like dance at first, so I'm going to add an element of dance to this statement. I will use space. I'm going to make my movements bigger by changing levels.</li> <li>The movements for "creative" and "kind" now look like dance movements and I have changed them using the elements of dance.</li> </ol> </li> <li>I'm going to work on each statement and practice memorizing.</li> <li>When I think I'm finished or mostly finished, I can work with a partner to watch me and give me feedback.</li> </ol>	<u>10</u> minutes
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	<ol style="list-style-type: none"> <li>Create gestures for your "I am" statements in each line.</li> <li>If your movements "give away" your statement, we need to make some changes using the elements of dance. For each one of your statements, add an element of dance that will slightly change your gesture to make it become a more "dancy" movement.</li> <li>Work on memorizing your movements. When you get stuck, you can "phone a friend", move on to another statement, or change the element of dance you have added.</li> </ol>	<p>Notes that students wrote down</p> <p><u>40</u> minutes</p>



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VI. Closure (Plan for maintenance)	1. Show and share if you like	5 minutes
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