



Grade Level(s): Third, Fourth, and Fifth
Lesson Title: Disorder into Order



Focus: (Concept or skills to be emphasized)

Reading comprehension, sequencing, creative visual arts, tolerance, listening

Objectives: See end of lesson for objectives and standards achieved.

Background Information:

By completing this cross-curricular lesson students will have the opportunity to organize the scenes of a story into the proper sequence, create an illustrated book of *Rumpelstilzkin*, write an alternate story ending, and create a dance sequence to perform as a class.

Activities (Procedures):

1. Read the story of *Rumpelstilzkin* (found in the WVSO *Rumpelstilzkin* CD ROM in The Verizon Literacy Resource Section of the Teacher's Study) with your class. Ask several students to summarize the story. Explain to students that the story, as told on the CD ROM, is broken up into animated scenes. Tell students the scenes are parts of a story or play where the action and/or setting changes, similar to the changes from chapter to chapter in books.
2. Tell students that as a part of this lesson they will be asked to illustrate their own picture book for the story of *Rumpelstilzkin*.
 - a. Organize students into groups of 2-3. Assign the following roles: artist, creative advisor and/or reporter.
 - b. Ask each group to illustrate one or two of the scenes of *Rumpelstilzkin* (this will vary depending on the size of your class). Explain that the creative advisor's job is to ensure that the illustrations are related to the characters, setting, and major actions in their assigned scene.
 - c. Once the illustrations are complete, ask the reporter or creative advisor for each group to stand at the front of the class and discuss the group's illustration and what happened in their scene. (Present the scenes in random order.) As each reporter finishes, ask him/her to remain at the front of the class.
 - d. After all of the scenes have been randomly presented, ask the class to help them line up in the correct order of scenes.
 - e. As a class, create a front and back cover for the student book of illustrations and bind the book together. Be sure to include the title of the book, your class and school name, and the names of each of your students (the illustrators).

- f. Send your book to the WVSO (P.O. Box 2292, Charleston, WV 25328). We will proudly display your book at the Clay Center for the Arts and Sciences during the Young People's Concert Series you will be attending.
3. Ask students to write an alternate ending to *Rumpelstiltzkin* on their own or with a small group. Direct students to create an illustration of their alternate ending.
4. As a class, create a dance sequence for each scene of *Rumpelstiltzkin*. Assign each student a role, including each of the major characters and things in each scene (e.g., the Miller's Daughter, Rumpelstiltzkin, the King, the spinning wheel, etc.). Play Tracks 01-15 as found in either the WVSO *Rumpelstiltzkin* CD ROM or the WVSO Audio CD Companion as students perform each scene. (For teachers using the WVSO Audio CD Companion only, there is a conversion chart of what tracks you should use for this activity.)
5. Ask students to think of ways that the story seemed similar and different when it was read, illustrated, acted, and performed through dance. Ask them which way(s) they preferred to experience the story. Explain that they will experience the story in yet another way when they listen to the WVSO performance of *Rumpelstiltzkin* during the Young People's Concert Series.

Extension Activity: Have students read on their own the story of *Rumpelstiltzkin*, as found in the Teacher's Study under The Verizon Literacy Resource Section, while listening to Audio Tracks 01-15 on the CD ROM or go to the *Rumpelstiltzkin* section of the CD ROM and read the story and listen to the music there. Tell the students to choose either the Miller's Daughter or Rumpelstiltzkin and improvise an individual dance sequence for their chosen character.

Modifications (Special Needs):

1. Visual and auditory impaired students will need special consideration during this lesson with seating, materials adaptations, and participation.
2. Learning disabled students may benefit by abbreviating this lesson's content and length.
3. Varying learning styles will be addressed with the variety of activities in this lesson - tactile, visual and sensory learning styles are utilized.
4. Gifted student needs are provided through the extension activities.

Assessment/Evaluation*:

1. Formative Evaluation Plan: The teacher will be using observation methods of students in small and whole group activities to assess understanding of the concepts of the lesson. The teacher will observe the "working" environment during the construction the illustrations and book covers. The teacher will observe the appropriateness of the dance movements to the scenes of the story.
2. Summative Evaluation Plan: Teacher observation notes and the receipt of the written and illustrated alternate story endings will show the teacher if the concepts introduced were

processed by the students. A follow-up to this lesson can be assumed by the extension activity.

Supplemental Materials and Equipment Needed:

A copy of the *Rumpelstilzkin* CD-ROM or WVSO Audio CD Companion

Computer able to play audio files on CD-ROM

Blank paper

Pencils

Crayons

Resources:

ArtsEdge - Arts and Education Information Network (many creative movement lesson plans and background) - <http://artsedge.kennedy-center.org/>

Child and Family Canada - Research background on the effectiveness of creative movement in early childhood education - http://www.cfc-efc.ca/docs/cccf/00013_en.htm

Education World Website- Multiple articles on using creative movement in education - http://www.education-world.com/early_childhood/play/index.shtml

National Standards:

Music

Listening to, analyzing and describing music.

Understanding relationships between music, the other arts and disciplines outside the arts.

Science

Content standard A

Abilities necessary to do scientific inquiry:

- Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting).

English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Visual Arts

Content Standard 3

Choosing and evaluating a range of subject matter, symbols, and ideas

- Students select and use subject matter, symbols, and ideas to communicate meaning

WV Content Standard Objectives:

Third-Grade

- GM.3.4.1 participate in a musical play.
- SC.3.6.2 listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas when new and valid information is presented.
- RLA.3.1.4 use comprehension skills to understand a story (e.g., story elements; sequence; expository works; drawing conclusions; compare/contrast; predict; summarize; infer; paraphrase; main idea; story topic).
- RLA.3.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., action; events; story topic; behaviors).
- RLA.3.1.8 read with accuracy and comprehension instructional level texts designed for third grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).
- RLA.3.1.9 read familiar stories, poems and passages with fluency and expression (e.g., rhythm; flow; meter; tempo; pitch; tone; intonation) and self-select a variety of literary works.
- RLA.3.3.1 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).
- VA.3.3.5 create illustrations for a story.

Fourth-Grade

- GM.4.4.1 dramatize and create music for a work of visual art.
- SC.4.6.2 listen to and be tolerant of different viewpoints by engaging in collaborative activities and modifying ideas when new and valid information is presented from a variety of resources.
- RLA.4.1.4 use comprehension skills to understand literary works (e.g., summarize; story elements; skim and scan; define expository text; compare/contrast; imagery; paraphrase; compose personal response; infer; fact and opinion; sequence).
- RLA.4.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., pictures; picture captions; titles; headings; story structure; story topic; action - events - character behaviors).
- RLA.4.1.8 read with accuracy and comprehension instructional level texts designed for the fourth grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).
- RLA.4.1.9 read orally with fluent expression and silently literary texts across the curriculum.
- RLA.4.3.1 listen and respond to different literary forms (e.g., summarize and paraphrase to confirm understanding; recount personal experiences; listen to information and exhibit comprehension; provide reasons in support of opinions; respond to others' ideas).
- VA.4.3.4 create art using the concept of sequence, e.g., storyboard, flip book, comic strip.
- VA.4.6.2 compare visual, aural, oral, and kinetic elements in dance, music, theatre, and visual art.
- SS.4.1.5 describe the qualities of responsible leadership by individuals and in groups.

Fifth-Grade

- GM.5.1.6 demonstrate theme and variations through movement.
- GM.5.4.2 compare works of art and music that are based upon the same event, subject, or mood.
- RLA.5.1.4 analyze text to determine time and sequence.
- RLA.5.1.5 use comprehension skills (e.g., draw conclusions; predict; use context clues; summarize).
- RLA.5.1.6 determine the elements of literature (e.g., characterization; conflict; plot) to construct meaning and recognize author's and/or reader's purpose.

Kentucky Program of Studies:

Third-Grade

AH-P-M-1

Students will respond to music with minimal attention given to the elements of music (rhythm, melody, form, harmony, timbre, dynamics, tempo).

AH-P-M-2

Students will begin to demonstrate an awareness of the elements of music.

AH-P-Da-1

Students will experience various ways of moving with attention given to the elements of dance (space, time, force).

AH-P-Da-2

Students will demonstrate an awareness of the elements of dance.

AH-P-Da-3

Students will perform the elements of dance in a pattern of movement.

AH-P-Da-5

Students will identify and express the elements of dance in a pattern of movement.

AH-P-Da-6

Students will explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.

AH-P-Da-7

Students will demonstrate locomotor and nonlocomotor movements.

AH-P-Da-8

Students will perform a pattern using a combination of locomotor and nonlocomotor movements.

AH-P-VA-1

Students will experience art with attention given to the elements of art (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern).

AH-P-VA-5

Students will explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art.

AH-P-Dr-2

Students will demonstrate an awareness of the elements of drama such as plot, character, visuals (e.g., scenery, costumes, props, make-up), and acting (e.g., voice, expression, diction, projection).

ELA-P-R-1

Students will listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading.

ELA-P-R-26

Students will re-tell stories or parts of stories containing beginning, middle, and end, and important details.

ELA-P-R-28

Students will summarize what happened in a story by telling and/or drawing.

ELA-P-R-36

Students will identify story elements in a passage, including characters, setting, problem/solution, and plot.

ELA-P-W-1

Students will produce, through drawing, symbols, and letters, writing which has meaning to the student.

ELA-P-SLO-1

Students will interpret and apply meaning from listening.

ELA-P-SLO-3

Students will apply listening, speaking, and observing skills for a variety of purposes.

S-P-PS-1

Students will understand that properties (e.g., size, shape) of materials can be measured and used to describe,

separate, or sort objects.

Fourth-Grade

AH-4-VA-1

Students will use appropriate terminology to describe the functions of the elements of art (line, shape, color, form, texture, space, value) and principles of design (e.g., balance, emphasis, pattern).

AH-4-VA-2

Students will create works of art using the elements of art and principles of design.

AH-4-VA-8

Students will identify various purposes for creating works of art.

AH-4-M-1

Students will use elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) while performing, singing, instrument playing, moving, listening, reading, writing, and creating.

AH-4-M-2

Students will recognize and develop music elements.

AH-4-M-4

Students will use developmentally appropriate performance techniques, practices, and music elements to communicate ideas and emotions.

AH-4-Da-1

Students will demonstrate the ability to perform a dance alone, with a partner, and in a small group using the three elements of movement (space, time, force).

AH-4-Da-2

Students will demonstrate the ability to recognize the relationship between the elements of dance and the expressive qualities of movement (e.g., ideas, emotions).

AH-4-Da-4

Students will create a movement sequence using the elements of dance.

AH-4-Da-5

Students will explore simple dances with a beginning, middle, and end using a combination of locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.

AH-4-Da-6

Students will create movement sequences that include repetition and variety using different locomotor and nonlocomotor movements.

AH-4-Da-9

Students will observe performances of classmates and professional dancers.

AH-4-Da-10

Students will recognize the value of work performed by others.

Fifth-Grade

AH-5-VA-1

Students will express ideas, images, or patterns utilizing elements of art (line, shape, color, form, texture, space, value) and principles of design (e.g., balance, emphasis, pattern).

AH-5-VA-2

Students will analyze how elements of art and principles of design are used in a variety of art works.

AH-5-VA-3

Students will reflect on, interpret, and revise own works of art and/or works of others.

AH-5-M-1

Students will express elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through singing, instrument playing, moving, listening, reading, writing, and creating.

AH-5-M-2

Students will analyze how elements of music are used in performing, listening to, and/or creating music.

AH-5-Da-1

Students will demonstrate the ability to perform a dance alone, with a partner, and in a small group using the three elements of movement (space, time, force).

AH-5-Da-2

Students will use appropriate terminology to analyze ideas or emotions expressed through a movement sequence.

AH-5-Da-4

Students will create a dance that uses the elements of dance.

AH-5-Da-5

Students will describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements are used to create simple dances.

AH-5-Da-6

Students will create and perform in a small group simple dances with a beginning, middle, and end using a combination of locomotor and nonlocomotor movements.

AH-5-Da-9

Students will analyze personal creations and those of others using appropriate vocabulary.

Ohio Academic Content Standards:

Creative Expression and Communication

K-4 A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.

Valuing Music/Aesthetic Reflection

K-4 C. Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.

Connections, Relationships and Applications

K-4 A. Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

Creative Expression and Communication

K-4 A. Improvise, create and perform movement phrases with concentration and kinesthetic awareness.

K-4 B. Use the elements of dance to create a mood or express an idea in a dance study.

Valuing the Arts/Aesthetic Reflection

K-4 A. Recognize and describe their impressions and opinions of dance experiences (e.g., observing, performing or responding to a dance).

Connections, Relationships and Applications

K-4 A. Relate ideas and concepts from the arts and other content areas to expressive movement

Creative Expression and Communication

K-4 A. Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

K-4 B. Use the elements and principles of art as a means to express ideas, emotions and experiences.

Connections, Relationships and Applications

K-4 A. Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.

K-4 B. Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

Social Studies Skills and Methods

3-5 D. Use problem-solving skills to make decisions individually and in groups.

Reading Applications: Literary Text

4-7 E. Demonstrate comprehension by inferring themes, patterns and symbols

Creative Expression and Communication

5-8 A. Perform a piece of music, independently or in a group, with technical accuracy and expression.

Connections, Relationships and Applications

5-8 B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

Creative Expression and Communication

5-8 A. Perform basic dance movements, body positions and spatial patterns from one or more dance styles or traditions.

5-8 C. Perform a full dance that demonstrates artistic expression and performance skill for a peer audience.

Connections, Relationships and Applications

5-8 A. Demonstrate the interrelationship of dance content and skills to those in other academic disciplines.

Creative Expression and Communication

5-8 C. Achieve artistic purpose and communicate intent by selection and use of appropriate media.

Connections, Relationships and Applications

5-8 B. Apply and combine visual art, research and technology skills to communicate ideas in visual form.

5-8 C. Use key concepts, issues and themes to connect visual art to various content areas.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.