

RESIDENCY PLAN

ARTIST CONTACT INFORMATION

Name: Alexandra Papazian

Address: 2835 E. Washington St., Phoenix, AZ 85034

Phone: 602-343-6521

E-mail: apapazian@balletaz.org

RESIDENCY TITLE

Title: Poetry in Motion: Interpreting Cinquains through Movement

Led by: Education & Community Engagement Staff Member

For students in grades: 3-5

SCOPE

Number of Sessions: 3 sessions

Time length of Sessions: 60 minutes

Preferred Timeline: Mon/Wed/Fri

Maximum number of classes that can be served: 4 classes per day

DESCRIPTION

Interpreting and understanding figurative language are difficult concepts that can be more easily explained when explored through movement. In this residency, students will create dances as a way to examine and interpret the use of figurative language in a text. Alexandra Papazian, Education & Community Engagement Manager for Ballet Arizona, will guide students to use their minds, bodies, and imagination together in this fun and creative residency.

In addition to the in-class residency days, teacher(s) will also participate in (1) pre-residency planning discussion and (1) post-residency reflection discussion with the teaching artist.

RESIDENCY PLAN

EXPECTED RESULTS

The students will know:

1. The definitions of dance, choreography, and figurative language
2. The elements of dance (body, space, time, energy, levels)
3. The elements of figurative language (technical meaning & figurative meaning)
4. The structure of a cinquain

The students will be able to:

1. Create a dance that communicates a main idea
2. Interpret a dance using context clues
3. Interpret figurative language in a text
4. Interpret and make connections between a text and a visual presentation of the text

The students will appreciate:

1. The thinking required to create a dance work
2. The joy of movement
3. How words and phrases can change in meaning based on context and who interprets it
4. The thinking required to interpret a text

LOGISTICAL FACTORS

The school must provide: An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable

RESIDENCY PLAN

OVERVIEW OF CLASSROOM SESSIONS

| OPTION | DESCRIPTION |
|---------------------------------|--|
| Artist Performance/Demo/Exhibit | Teacher(s) will be sent a dance video link to present to the class in preparation for the residency. Teacher(s) should watch the video in-class with their students and lead a pre-residency discussion with their students about dance. |

CONTENT KNOWLEDGE STUDENTS NEED BEFORE THE RESIDENCY BEGINS

- A basic understanding of what a dancer does.
- A basic understanding of figurative language and poetry.
- A basic understanding of cinquains.

| SESSION | OVERVIEW | TEACHER ROLE During Sessions | TEACHER ROLE Before Next Session |
|----------------------------|---|--|--|
| Classroom Session 1 | The residency artist will: <ul style="list-style-type: none"> • Introduce students to the definition of dance: using the body in new or artistic ways to tell a story or express feelings/emotions through movement. • Introduce the students to the elements of dance: Body, Energy, Space, Time, Levels • Lead skill building activities: Counting and Phrases • Review this lesson and preview the next lesson | <ul style="list-style-type: none"> • Observe • Participate • Assist | <ul style="list-style-type: none"> • Lead a reflection • Other – Teacher should do some supplemental instruction on poetry and cinquains and have the class write a group cinquain together before the next class. |

RESIDENCY PLAN

| SESSION | OVERVIEW | TEACHER ROLE During Sessions | TEACHER ROLE Before Next Session |
|----------------------------|--|---|---|
| Classroom Session 2 | <p>The residency artist will:</p> <ul style="list-style-type: none"> ● Review the last lesson and preview this lesson. ● Basic Dance Skills warmup. ● Introduce the structure of a cinquain. ● Introduce the definition of figurative language. ● Introduce the elements of figurative language - technical meaning and figurative meaning. ● Introduce the definition of choreography. ● Students create movements for the class cinquain one stanza at a time and label each movement as technical or figurative. ● Students rehearse the class cinquain dance together and share with the teacher. ● Review this lesson and preview the next lesson. | <ul style="list-style-type: none"> ● Observe ● Document activities (photos, written notation) | <ul style="list-style-type: none"> ● Lead a reflection ● Other – Teacher should do some supplemental instruction on cinquains and have each student write their own cinquain before the next class. |

| SESSION | OVERVIEW | TEACHER ROLE During Sessions | TEACHER ROLE Before Next Session |
|----------------------------|--|---|--|
| Classroom Session 3 | <p>The residency artist will:</p> <ul style="list-style-type: none"> ● Review the last lesson and preview this lesson. ● Basic Dance Skills warmup ● Review class cinquain dance. ● Students create movements for their own cinquains one stanza at a time. ● Rehearse dances in preparation for a sharing & interpreting session. ● Facilitate Dance Sharing & Interpreting with the class. ● Facilitate a reflection about the residency. | <ul style="list-style-type: none"> ● Observe ● Document activities (photos, written notation) | <ul style="list-style-type: none"> ● Lead a reflection (if desired) |

RESIDENCY PLAN



CLASSROOM SESSION #1

LESSON TEMPLATE

| A. FOUNDATION | |
|--|---|
| Teaching Artist: Alexandra Papazian | |
| Grade Level: 3rd – 4th grade | |
| Standards | |
| <u>Art Form:</u> DA.Cr 2.1.4b Create a dance study that expresses and communicates a main idea | <u>Other Curriculum:</u> 4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| Objectives | |
| <u>Art form:</u> Students will KNOW: <ol style="list-style-type: none"> 1. The definitions of dance & choreography 2. The elements of dance (body, space, time, energy, levels) Students will BE ABLE TO: <ol style="list-style-type: none"> 1. Create a dance that communicates a main idea 2. Interpret a dance using context clues Students will APPRECIATE: <ol style="list-style-type: none"> 1. The thinking required to create a dance work 2. The joy of movement | <u>Other Curriculum:</u> Students will KNOW: <ol style="list-style-type: none"> 1. The definition of figurative language 2. The elements of figurative language (technical meaning, figurative meaning) 3. The structure of a cinquain Students will BE ABLE TO: <ol style="list-style-type: none"> 1. Interpret figurative language in a text 2. Interpret and make connections between a text and a visual presentation of the text Students will APPRECIATE: <ol style="list-style-type: none"> 1. How words and phrases can change in meaning based on context and who interprets it 2. The thinking required to interpret a text |
| Materials Required | |
| An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable | |
| Room Set-up Required | |
| A classroom with an open space for movement | |

LESSON TEMPLATE

B. LESSON TIMING

| | |
|--------------------------|-----------------------|
| INTRODUCTION | TIME: 5 mins |
| LEARNING ACTIVITY | TIME: 50 mins |
| CLOSURE | TIME: 5 mins |
| | TOTAL: 60 mins |

LESSON TEMPLATE

C. INTRODUCTION**Min: 5**

Good [morning/afternoon] students!

My name is Miss Alex and I am here to do a residency that teaches dance and figurative language. I'm going to be here for 3 days [Monday, Wednesday, & Friday] to work with you all, so we're going to get to know each other pretty well this week.

By the end of 3 days you will:

KNOW:

1. The definitions of dance, choreography, and figurative language
2. The elements of dance (body, space, time, energy, levels)
3. The elements of figurative language (technical meaning & figurative meaning)
4. The structure of a cinquain

BE ABLE TO:

1. Create a dance that communicates a main idea
2. Interpret a dance using context clues
3. Interpret figurative language in a text
4. Interpret and make connections between a text and a visual presentation of the text

APPRECIATE:

1. The thinking required to create a dance work
2. The joy of movement
3. How words and phrases can change in meaning based on context and who interprets it
4. The thinking required to interpret a text

Preview Lesson:

Today, we're going to spend some time learning about dance and we can use dance to communicate.

Review Prior Learning:

You already know what a dancer does, right? ****pause and ask students question**** A dancer uses their body to create movements that communicate feelings, ideas, or events! Today, we're going to learn how dancers do exactly that!

Communicate Expectations:

Since we will be up and moving around, I have a few expectations that will help us be successful.

1. I expect that you will not touch anyone else and will keep good personal space.
2. I expect that you will raise your hand and wait for me to call on you if you have a question.
3. I expect that you will keep your eyes and ears open and listen when I am giving instructions.
4. I expect everyone to participate. I know that dance might be new or seem uncomfortable to some of you, but we're all going to do it together.

Okay! Let's stand up and find our own space in the room.

LESSON TEMPLATE

| D. LEARNING ACTIVITY | | |
|---|-------------|---|
| TITLE: Classroom Session 1 | | |
| Step #1: Introduce students to the definition of dance. | Min: | 1 |
| Step #2: Introduce students to the 5 elements of dance. | Min: | 1 |
| Step #3: Give directions for the BODY activity. | Min: | 1 |
| Step #4: Students learn & practice body isolations. | Min: | 5 |
| Step #5: Give directions for the ENERGY activity. | Min: | 1 |
| Step #6: Students learn & practice changing the energy of their movements. | Min: | 5 |
| Step #7: Give directions for the SPACE activity. | Min: | 1 |
| Step #8: Students learn and practice different ways of using space with their movements. | Min: | 5 |
| Step #9: Give directions for the TIME activity. | Min: | 1 |
| Step #10: Students learn and practice changing the tempo of their movements. | Min: | 5 |
| Step #11: Give directions for the LEVELS activity. | Min: | 1 |
| Step #12: Students learn and practice changing the levels of their movements. | Min: | 5 |
| Step #13: Give directions for the COUNTING activity. | Min: | 1 |
| Step #14: Students practice counting different lengths of phrases and associating movements with counts. | Min: | 5 |
| Step #15: Give directions about PHRASES activity. | Min: | 1 |
| Step #16: Students practice combining different length phrases and associating movements in groupings. | Min: | 5 |
| Step #17: Lead a reflection | Min: | 6 |

LESSON TEMPLATE

| E. CLOSURE | | |
|---|-------------|----------|
| | Min: | 5 |
| <p>Review Purpose Today we learned about the 5 elements of dance: body, energy, space, time, & levels. We also learned the definition of dance: using the body in new or artistic ways to tell a story or express feelings/emotions through movement.</p> <p>Restate Main Ideas The main ideas we want to remember from our work today are how we can use the 5 elements of dance to change the way our movement is interpreted and that it is important to think about these elements whether we are creating movements to express ideas.</p> <p>Invite Reflection What questions came up today about dance as you explored movement today? (Format: whole group)</p> <p>What are you excited to learn about/practice when we meet next? (Format: whole group)</p> <p>Recognize Challenges and/or Accomplishments</p> <p>Today we struggled with XXX</p> <p>Today we accomplished XXX</p> <p>Connect to Future Learning/Set Challenges for Next Lesson</p> <p>We have two more lessons together! Before our next class, you and **teacher name** will write a cinquain together so that we will be able to talk about it and translate it into a dance. Next time, we'll talk about the definition of figurative language and learn more about the elements of figurative language and the structure of cinquains. As you write the cinquain with your class, be thinking about how you might express some of those ideas through movement!</p> | | |



CLASSROOM SESSION #2

LESSON TEMPLATE

| A. FOUNDATION | |
|--|---|
| Teaching Artist: Alexandra Papazian | |
| Grade Level: 3rd – 4th grade | |
| Standards | |
| <u>Art Form:</u> DA.Cr 2.1.4b Create a dance study that expresses and communicates a main idea | <u>Other Curriculum:</u> 4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| Objectives | |
| <u>Art form:</u> Students will KNOW: <ol style="list-style-type: none"> 1. The definitions of dance & choreography 2. The elements of dance (body, space, time, energy, levels) Students will BE ABLE TO: <ol style="list-style-type: none"> 1. Create a dance that communicates a main idea 2. Interpret a dance using context clues Students will APPRECIATE: <ol style="list-style-type: none"> 1. The thinking required to create a dance work 2. The joy of movement | <u>Other Curriculum:</u> Students will KNOW: <ol style="list-style-type: none"> 1. The definition of figurative language 2. The elements of figurative language (technical meaning, figurative meaning) 3. The structure of a cinquain Students will BE ABLE TO: <ol style="list-style-type: none"> 1. Interpret figurative language in a text 2. Interpret and make connections between a text and a visual presentation of the text Students will APPRECIATE: <ol style="list-style-type: none"> 1. How words and phrases can change in meaning based on context and who interprets it 2. The thinking required to interpret a text |
| Materials Required An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable | |
| Room Set-up Required A classroom with an open space for movement | |

LESSON TEMPLATE

B. LESSON TIMING

| | |
|--------------------------|-----------------------|
| INTRODUCTION | TIME: 5 mins |
| LEARNING ACTIVITY | TIME: 50 mins |
| CLOSURE | TIME: 5 mins |
| | TOTAL: 60 mins |

LESSON TEMPLATE

C. INTRODUCTION**Min: 5**

Good [morning/afternoon] students!

For anyone who was not here last time, my name is Miss Alex and I'm going to be here for 2 more days [Wednesday, & Friday] to work with you to understand more about dance and figurative language.

On day 1 we learned:

1. The definition of dance
2. The elements of dance
3. How to count movements and phrases

Today we will learn:

1. The structure of a cinquain
2. The definition of figurative language
3. The elements of figurative language
4. The definition of choreography

Preview Lesson:

To learn and practice those things, we will be using the cinquain you wrote as a class as our text for interpretation and movement creation.

Review Prior Learning:

We already know that dance is using the body in new or artistic ways to tell a story or express feelings/emotions through movement. We also already know the 5 elements of dance: body, space, time, energy, levels. Yesterday, you wrote this cinquain with your teacher.

Communicate Expectations:

Today, we'll be doing a variety of activities and we'll be moving around a lot. Let's remember our expectations from day 1 that will keep us safe and on track.

1. I expect that you will not touch anyone else and keep good personal space.
2. I expect that you will raise your hand and wait for me to call on you if you have a question.
3. I expect that you will keep your eyes and ears open and listen when I am giving instructions.
4. I expect everyone to participate. I know that dance might be new or seem uncomfortable to some of you, but we're all going to do it together.

Okay! Let's begin.

LESSON TEMPLATE

| D. LEARNING ACTIVITY | | |
|--|-------------|----|
| TITLE: Classroom Session 2 | | |
| Step #1: Give directions for the Basic Dance Skills warmup. | Min: | 1 |
| Step #2: Students do Basic Dance Skills warmup. | Min: | 5 |
| Step #3: Introduce the structure of a cinquain. | Min: | 2 |
| Step #4: Review the cinquain that the class wrote together. | Min: | 2 |
| Step #5: Introduce the definition of figurative language. | Min: | 2 |
| Step #6: Introduce the definitions of technical meaning and figurative meaning. | Min: | 2 |
| Step #7: Have students use the class cinquain and identify the figurative and technical meanings present in the text. | Min: | 5 |
| Step #8: Introduce the definition of choreography. | Min: | 2 |
| Step #9: Give directions for movement translation activity. | Min: | 1 |
| Step #10: Students create movement phrases that correspond to the number of syllables in each line of the text and match the technical or figurative meanings of the words. | Min: | 15 |
| Step #11: Students rehearse the full cinquain dance. | Min: | 2 |
| Step #12: Play music track for students. | Min: | 1 |
| Step #13: Students do the full cinquain dance again but with the added music track. | Min: | 2 |
| Step #14: Students do a cool down exercise. | Min: | 3 |
| Step #15: Lead a reflection. | Min: | 5 |

LESSON TEMPLATE

E. CLOSURE

| | | |
|--|-------------|----------|
| | Min: | 5 |
|--|-------------|----------|

Review Purpose

Today we learned about the structure of cinquains, the definition of figurative language and choreography, and the elements of figurative language. We also practiced translating a text into movement using counts and phrases.

Restate Main Ideas

The main ideas we want to remember from our work today are that dances are choreographed in a similar way that cinquains are written and that dances can be broken up into small chunks (phrases & movements) to be better understood in the same way that texts can be broken up into smaller chunks (stanzas and words/phrases) to be better understood.

Invite Reflection

What questions came up today about cinquains?
(Format: whole group)

What questions came up today about figurative language?
(Format: whole group)

What questions came up today about choreography?
(Format: whole group)

Recognize Challenges and/or Accomplishments

Today we struggled with XXX

Today we accomplished XXX

Connect to Future Learning/Set Challenges for Next Lesson

We have one more lesson together! Now that we have about figurative language and cinquains, you will each write your own cinquain so that you can translate it into your own dance next time we meet. We'll also share our dances and practice interpreting meaning from the choreography. As you write your cinquain, be thinking about what kinds of emotions and feelings you want to express to your audience and how they might be translated into movement.



CLASSROOM SESSION #3

LESSON TEMPLATE

| A. FOUNDATION | |
|--|---|
| Teaching Artist: Alexandra Papazian | |
| Grade Level: 3rd – 4th grade | |
| Standards | |
| <u>Art Form:</u> DA.Cr 2.1.4b Create a dance study that expresses and communicates a main idea | <u>Other Curriculum:</u> 4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| Objectives | |
| <u>Art form:</u> Students will KNOW: <ol style="list-style-type: none"> 1. The definitions of dance & choreography 2. The elements of dance (body, space, time, energy, levels) Students will BE ABLE TO: <ol style="list-style-type: none"> 1. Create a dance that communicates a main idea 2. Interpret a dance using context clues Students will APPRECIATE: <ol style="list-style-type: none"> 1. The thinking required to create a dance work 2. The joy of movement | <u>Other Curriculum:</u> Students will KNOW: <ol style="list-style-type: none"> 1. The definition of figurative language 2. The elements of figurative language (technical meaning, figurative meaning) 3. The structure of a cinquain Students will BE ABLE TO: <ol style="list-style-type: none"> 1. Interpret figurative language in a text 2. Interpret and make connections between a text and a visual presentation of the text Students will APPRECIATE: <ol style="list-style-type: none"> 1. How words and phrases can change in meaning based on context and who interprets it 2. The thinking required to interpret a text |
| Materials Required | |
| An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable | |
| Room Set-up Required | |
| A classroom with an open space for movement | |

LESSON TEMPLATE

B. LESSON TIMING

| | |
|--------------------------|-----------------------|
| INTRODUCTION | TIME: 5 mins |
| LEARNING ACTIVITY | TIME: 50 mins |
| CLOSURE | TIME: 5 mins |
| | TOTAL: 60 mins |

LESSON TEMPLATE

C. INTRODUCTION**Min: 5**

Good [morning/afternoon] students!

For anyone who was not here last time, my name is Miss Alex and this is our last day to work together to explore dance and figurative language.

On day 1 we learned:

1. The definition of dance
2. The elements of dance
3. How to count movements and phrases

On day 2 we learned:

1. The structure of a cinquain
2. The definition of figurative language
3. The elements of figurative language
4. The definition of choreography

Today we will:

1. Translate our own cinquains into movement choreography
2. Share our choreography with our peers
3. Interpret our dances together

Preview Lesson:

To start with, we will review some of the concepts we've learned over the past few days. We will then work on choreographing our own dances to show our understanding of figurative language and cinquains. Then, we will add music to our dances and practice one last time before we share and discuss as a class.

Review Prior Learning:

We already know that there is a lot of thinking involved to create a dance work and to interpret a text. We also know that we can communicate two different kinds of meanings with figurative language.

Communicate Expectations:

Today, we'll be doing a variety of activities and we'll be moving around a lot. Let's remember our expectations from day 1 that will keep us safe and on track.

1. I expect that you will not touch anyone else and keep good personal space.
2. I expect that you will raise your hand and wait for me to call on you if you have a question.
3. I expect that you will keep your eyes and ears open and listen when I am giving instructions.
4. I expect everyone to participate. I know that dance might be new or seem uncomfortable to some of you, but we're all going to do it together.

Okay! Let's begin.

LESSON TEMPLATE

D. LEARNING ACTIVITY**TITLE: Classroom Session 3**

| | | |
|---|-------------|----|
| Step #1: Give directions for the Basic Dance Skills warmup. | Min: | 1 |
| Step #2: Students do Basic Dance Skills warmup. | Min: | 5 |
| Step #3: Students read, discuss, and review the definitions of dance, choreography, and figurative language, the elements of dance (body, space, time, energy, levels), the elements of figurative language (technical meaning & figurative meaning), and the structure of a cinquain. | Min: | 7 |
| Step #4: Students review the class cinquain dance. | Min: | 2 |
| Step #5: Give directions for cinquain choreography. | Min: | 2 |
| Step #6: Students create choreography for their own cinquain dances one stanza at a time. | Min: | 15 |
| Step #7: Students rehearse their choreography in preparation for a sharing session. | Min: | 2 |
| Step #8: Lead a sharing session and have students discuss and interpret each dance. | Min: | 10 |
| Step #9: Lead a reflection about the residency as a whole. | Min: | 6 |

LESSON TEMPLATE

| E. CLOSURE | | |
|--|-------------|----------|
| | Min: | 5 |
| <p>Review Purpose Today we demonstrated our understanding of figurative language through creating and interpreting our choreographed dances.</p> <p>Restate Main Ideas The main ideas we want to remember from our work today are that different people may interpret texts, dances, visuals, etc. in different ways and that words and phrases may have multiple meanings depending on how you put them into perspective. Basically, it takes a lot of thinking in order to interpret meaning or make connections!</p> <p>Invite Reflection</p> <p>What things did you learn from participating in this residency that you haven't learned before? (Format: whole group)</p> <p>What were some challenges you had to overcome during this process? (Format: small group/whole group)</p> <p>What did you enjoy about learning in this way? (Format: small group/whole group)</p> <p>Recognize Challenges and/or Accomplishments</p> <p>Today we struggled with XXX</p> <p>Today we accomplished XXX</p> <p>Connect to Future Learning/Set Challenges for Next Lesson</p> <p>This was our last class together! I am very proud of the way you all worked together to create your dances. Over the course of this residency we learned that there are many ways to use language to communicate ideas just as there are many ways to use movement to communicate ideas. We practiced interpreting figurative language in a reading, translating it to movement, and interpreting movement. I challenge each and every one of you to take what you have learned here and apply it to the new things you'll learn in this class and in others. Thank you so much for letting me share this time with you.</p> | | |