

# RESIDENCY PLAN

## ARTIST CONTACT INFORMATION

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## RESIDENCY TITLE

**Title:** The Cycles of Life – Using dance to understand the lifecycles of plants and animals

**Led by:** Education & Community Engagement Staff Member

**For students in grades:** K-2

## SCOPE

**Number of Sessions:** 3

**Time length of Sessions:** 60 minutes

**Preferred Timeline:** 3 days in one week

**Maximum number of classes that can be served:** 4 classes in one day

## DESCRIPTION

Kinesthetic learning is a great way to teach complex concepts because it allows students to physically explore and embody information that might be difficult to understand in more traditional contexts. In this residency, students will use a variety of stimuli to create dances that explore and explain the lifecycles of plants and animals. A teaching artist will provide a fun and engaging experience for students as they learn about themselves and about the world.

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:

- The definition of dance
- The definition of lifecycle
- The concept of storytelling without words
- The concept that all living things grow and change
- The concept that all living things have predictable life stages

### The students will be able to:

- Respond in movement to a variety of stimuli
- Observe, describe, and predict the lifecycles of plants and animals

### The students will appreciate:

- The joy of movement
- The thinking required to participate in dance
- That all living things have lifecycles
- Their own ability to grow and change

## 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

	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. ( <i>The Swan – Carnival of the Animals video</i> )

### CONTENT KNOWLEDGE STUDENTS NEED BEFORE THE RESIDENCY BEGINS

- A basic understanding of what a dancer does
- A basic understanding of living things vs. nonliving things.
- Completion of the plant lifecycle coloring/labeling sheet for appropriate grade.

SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
Classroom Session 1	<p>The residency artist will:</p> <ul style="list-style-type: none"> <li>• Preview the residency – Explain what will take place during the sessions</li> <li>• Introduce the definition of dance: using the body to communicate with movement</li> <li>• Basic dance skills activity</li> <li>• Introduce the concept of storytelling without words</li> <li>• Review <i>The Swan</i> dance that the students watched prior to the residency</li> <li>• Review the plant lifecycle sheet students completed prior to the residency</li> <li>• Generate ideas for a story about the plant's lifecycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Participate</li> <li>• Assist</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat an activity – basic dance skills</li> <li>• Provide related instruction – Teacher should reinforce the lifecycle concept in class before the next lesson.</li> <li>• Provide time for students to complete an activity – Ladybug Lifecycle coloring/labeling sheet</li> </ul>

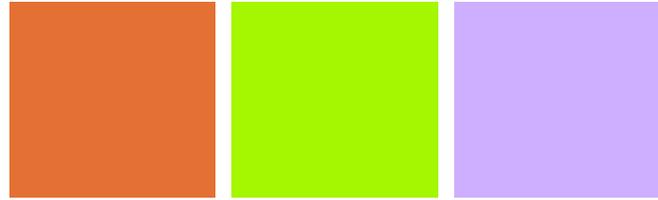
# RESIDENCY PLAN

- Use student-generated story ideas as the prompt for movement creation that shows the lifecycle without words.
- Summarize this lesson and preview the next.

SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
<b>Classroom Session 2</b>	<p>The residency artist will:</p> <ul style="list-style-type: none"> <li>● Review the last lesson and preview this lesson.</li> <li>● Introduce the definition of lifecycle: the different stages of life for living things.</li> <li>● Review the ladybug lifecycle sheet students completed prior to this lesson.</li> <li>● Basic dance skills activity.</li> <li>● Introduce concepts of growth and life stages.</li> <li>● Use photographs of the ladybug lifecycle as the prompt for movement creation that shows the lifecycle without words.</li> <li>● Discuss the feelings and emotions that might accompany each stage of the lifecycle.</li> <li>● Use student-generated feelings and emotions as the prompt for movement creation that shows the lifecycle without words.</li> <li>● Summarize this lesson and preview the next.</li> </ul>	<ul style="list-style-type: none"> <li>● Observe</li> <li>● Assist</li> <li>● Document activities – take photos of the students working together during group work, take a written account of how the students are responding to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat an activity – basic dance skills</li> <li>● Provide related instruction – Teacher should reinforce the lifecycle and growth stages concepts in class before the next lesson.</li> <li>● Provide time for students to complete an activity – Chicken Lifecycle coloring/labeling sheet</li> </ul>

# RESIDENCY PLAN

SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
<b>Classroom Session 3</b>	<p>The residency artist will:</p> <ul style="list-style-type: none"> <li>● Review the last lesson and preview this lesson.</li> <li>● Basic dance skills activity.</li> <li>● Review the definition of dance and the storytelling without words concept.</li> <li>● Review the chicken lifecycle sheet students completed prior to this lesson.</li> <li>● Use music/sound as the prompt for movement creation that shows the lifecycle without words.</li> <li>● Discuss the roles and rules of using props in dance.</li> <li>● Use props/tactile materials as the prompt for movement creation that shows the lifecycle without words.</li> <li>● Lead a group reflection about the whole residency.</li> <li>● Summarize residency and celebrate learnings.</li> </ul>	<ul style="list-style-type: none"> <li>● Observe</li> <li>● Assist</li> <li>● Document activities – take photos of the students working together during group work, take a written account of how the students are responding to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat an activity – basic dance skills</li> <li>● Lead a reflection – if desired</li> </ul>



# **CLASSROOM SESSION #1**

## LESSON TEMPLATE

<b>A. FOUNDATION</b>	
<b>Teaching Artist:</b> Education & Community Engagement Staff Member	
<b>Grade Level:</b> K-2	
<b>Standards</b>	
<u>Art Form:</u> DA.CR.1.(K,1,2)c Respond in movement to a variety of stimuli (e.g. music/sound, images, symbols, tactile, text, objects)	<u>Other Curriculum:</u> 1.L1U1.6 Observe, describe, and predict lifecycles of animals and plants.
<b>Objectives</b>	
<u>Art form:</u>  Students will KNOW: <ul style="list-style-type: none"> <li>• The definition of dance</li> <li>• The concept of storytelling without words</li> </ul> Students will BE ABLE TO: <ul style="list-style-type: none"> <li>• Respond in movement to a variety of stimuli</li> </ul> Students will APPRECIATE: <ul style="list-style-type: none"> <li>• The joy of movement</li> <li>• The thinking required to participate in dance</li> </ul>	<u>Other Curriculum:</u>  Students will KNOW: <ul style="list-style-type: none"> <li>• The definition of lifecycle</li> <li>• The concept that all living things grow and change</li> <li>• The concept that all living things have predictable life stages</li> </ul> Students will BE ABLE TO: <ul style="list-style-type: none"> <li>• Observe, describe, and predict the lifecycles of plants and animals</li> </ul> Students will APPRECIATE: <ul style="list-style-type: none"> <li>• That all living things have lifecycles</li> <li>• Their own ability to grow and change</li> </ul>
<b>Materials Required</b> 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	
<b>Room Set-up Required</b> Open floor with room to move around safely	

LESSON TEMPLATE

<b>B. LESSON TIMING</b>	
<b>INTRODUCTION</b>	<b>TIME: 5 mins</b>
<b>LEARNING ACTIVITY</b>	<b>TIME: 50 mins</b>
<b>CLOSURE</b>	<b>TIME: 5 mins</b>
	<b>TOTAL: 60 mins</b>

## 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 lifecycles. 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 our 3 days together you will:

**KNOW:**

- The definition of dance
- The definition of lifecycle
- The concept of storytelling without words
- The concept that all living things grow and change
- The concept that all living things have predictable life stages

**BE ABLE TO:**

- Respond in movement to a variety of stimuli
- Observe, describe, and predict the lifecycles of plants and animals

**APPRECIATE:**

- The joy of movement
- The thinking required to participate in dance
- That all living things have lifecycles
- Their own ability to grow and change

**Preview Lesson:**

Today, we're going to spend some time learning about dance and how 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 unless 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

<b>D. LEARNING ACTIVITY</b>		
<b>TITLE: Classroom Session 1</b>		
<b>Step #1:</b> Introduce students to the definition of dance.	<b>Min:</b>	1
<b>Step #2:</b> Introduce students to the basic dance skills .	<b>Min:</b>	1
<b>Step #3:</b> Give directions for the BODY activity.	<b>Min:</b>	1
<b>Step #4:</b> Students learn and practice body isolations.	<b>Min:</b>	3
<b>Step #5:</b> Give directions for the SHAPE activity.	<b>Min:</b>	1
<b>Step #6:</b> Students learn and practice shape-making with their bodies.	<b>Min:</b>	3
<b>Step #7:</b> Give directions for the EFFORT activity.	<b>Min:</b>	1
<b>Step #8:</b> Students learn and practice refining their movements to show different effort levels.	<b>Min:</b>	3
<b>Step #9:</b> Give directions for the SPACE activity.	<b>Min:</b>	1
<b>Step #10:</b> Students learn and practice different ways to use space with their bodies.	<b>Min:</b>	3
<b>Step #11:</b> Introduce students to the concept of storytelling without words..	<b>Min:</b>	3
<b>Step #12:</b> Review <i>The Swan</i> dance that students watched before the residency began.	<b>Min:</b>	2
<b>Step #13:</b> Draw connections between <i>The Swan</i> dance and the basic dance skills the students practiced.	<b>Min:</b>	3
<b>Step #14:</b> Review the plant lifecycle sheet students completed before the residency began.	<b>Min:</b>	2
<b>Step #15:</b> Group discussion to generate a narrative for the lifecycle of a plant.	<b>Min:</b>	5
<b>Step #16:</b> Group dance creation using the plan lifecycle narrative as the prompt for movements.	<b>Min:</b>	10
<b>Step #17:</b> Students do cool down exercise.	<b>Min:</b>	3
<b>Step #18:</b> Lead a reflection.	<b>Min:</b>	5

## LESSON TEMPLATE

**E. CLOSURE**

<b>Min:</b>	<b>5</b>
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**Review Purpose**

Today we learned the definition of dance: using the body to communicate with movement and learned some basic dance skills: body, shape, space, and effort. We also learned about the concept of storytelling without words and created a movement story about the lifecycle of a plant.

**Restate Main Ideas**

The main idea we want to remember from our work today is that we can we can put different movements together to tell a story without words.

**Invite Reflection**

What questions do you have about dance?

(Format: whole group)

What are you excited to learn/do when we are together again?

(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 two more lessons together! Now that we have learned some basic dance skills and practiced using them, we are going to learn a little more about lifecycles. Next time, we'll talk about the definition of lifecycle and the concepts of growth and life stages. Before our next class, you and **\*\*teacher name\*\*** will start to explore the lifecycle of a ladybug. Be thinking about how a ladybug grows and changes during its life so we can have some new ideas for our dances when we meet next!



# **CLASSROOM SESSION #2**

## LESSON TEMPLATE

<b>A. FOUNDATION</b>	
<b>Teaching Artist:</b> Education & Community Engagement Staff Member	
<b>Grade Level:</b> K-2	
<b>Standards</b>	
<u>Art Form:</u> DA.CR.1.(K,1,2)c Respond in movement to a variety of stimuli (e.g. music/sound, images, symbols, tactile, text, objects)	<u>Other Curriculum:</u> 1.L1U1.6 Observe, describe, and predict lifecycles of animals and plants.
<b>Objectives</b>	
<u>Art form:</u>  Students will KNOW: <ul style="list-style-type: none"> <li>• The definition of dance</li> <li>• The concept of storytelling without words</li> </ul> Students will BE ABLE TO: <ul style="list-style-type: none"> <li>• Respond in movement to a variety of stimuli</li> </ul> Students will APPRECIATE: <ul style="list-style-type: none"> <li>• The joy of movement</li> <li>• The thinking required to participate in dance</li> </ul>	<u>Other Curriculum:</u>  Students will KNOW: <ul style="list-style-type: none"> <li>• The definition of lifecycle</li> <li>• The concept that all living things grow and change</li> <li>• The concept that all living things have predictable life stages</li> </ul> Students will BE ABLE TO: <ul style="list-style-type: none"> <li>• Observe, describe, and predict the lifecycles of plants and animals</li> </ul> Students will APPRECIATE: <ul style="list-style-type: none"> <li>• That all living things have lifecycles</li> <li>• Their own ability to grow and change</li> </ul>
<b>Materials Required</b> 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	
<b>Room Set-up Required</b> Open floor with room to move around safely	

# LESSON TEMPLATE

<b>B. LESSON TIMING</b>	
<b>INTRODUCTION</b>	<b>TIME: 5 mins</b>
<b>LEARNING ACTIVITY</b>	<b>TIME: 50 mins</b>
<b>CLOSURE</b>	<b>TIME: 5 mins</b>
	<b>TOTAL: 60 mins</b>

## 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 lifecycles.

On day 1 we learned:

1. The definition of dance
2. The concept of storytelling without words

Today we will learn:

1. The definition of lifecycle
2. The concepts of growth and life stages

Preview Lesson:

To learn and practice those things, we will be using photos and pictures to help us create movements about the lifecycle of a ladybug

Review Prior Learning:

We already know that dance is using the body to communicate with movement. We also already know that you can put different movements together to tell a story or explain an idea. Last time, we practiced using a story (narrative) to help us create movements about the lifecycle of a plant.

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 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 begin.

## LESSON TEMPLATE

<b>D. LEARNING ACTIVITY</b>		
<b>TITLE: Classroom Session 2</b>		
<b>Step #1:</b> Review the definition of dance and the concept of storytelling without words.	<b>Min:</b>	2
<b>Step #2:</b> Give directions for basic dance skills warmup.	<b>Min:</b>	1
<b>Step #3:</b> Students do basic dance skills warmup.	<b>Min:</b>	5
<b>Step #4:</b> Introduce the definition of lifecycle.	<b>Min:</b>	2
<b>Step #5:</b> Review the ladybug lifecycle sheet.	<b>Min:</b>	3
<b>Step #6:</b> Introduce the concepts of growth and life stages using photos of ladybug's lifecycle.	<b>Min:</b>	3
<b>Step #7:</b> Give directions for movement creation activity using the photos as prompts.	<b>Min:</b>	1
<b>Step #8:</b> Group dance creation using the photos as prompts.	<b>Min:</b>	10
<b>Step #9:</b> Group discussion about the feelings and emotions that might accompany each life stage of the ladybug's lifecycle.	<b>Min:</b>	5
<b>Step #10:</b> Give directions for movement creation activity using the emotions/feelings as prompts.	<b>Min:</b>	1
<b>Step #11:</b> Group dance creation using the emotions/feelings as prompts.	<b>Min:</b>	10
<b>Step #12:</b> Lead a cool down exercise.	<b>Min:</b>	2
<b>Step #13:</b> Lead a reflection.	<b>Min:</b>	5

## LESSON TEMPLATE

### E. CLOSURE

	<b>Min:</b>	<b>5</b>
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#### **Review Purpose**

Today we learned the definition of lifecycle and also learned about the concepts of growth and life stages. We also practiced our storytelling without words and created a movement story about the lifecycle of a ladybug using photos and emotions to give us inspiration.

#### **Restate Main Ideas**

The main ideas we want to remember from our work today are that living things all go through their own lifecycle where they grow and change and that you can use different things like photos or feelings for creative inspiration.

#### **Invite Reflection**

What questions do you have about lifecycles, growth, or life stages?  
(Format: whole group)

What are some similarities between the plant's lifecycle and the ladybug's lifecycle?  
(Format: whole group)

What are some differences between the plant's lifecycle and the ladybug's lifecycle?  
(Format: whole group)

What stages do we think will be part of the chicken's lifecycle?  
(Format: whole group)

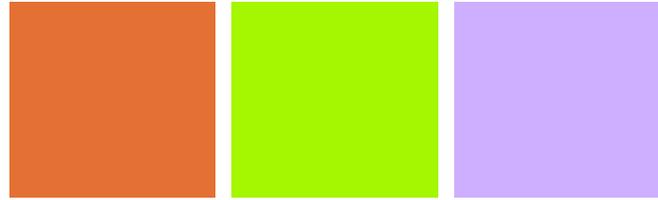
#### **Recognize Challenges and/or Accomplishments**

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 learned practiced using photos and feelings for movement inspiration, we'll try out some new ways of creating movement using music and props. Next time, we'll also talk more about lifecycles, growth, and life stages and explore the lifecycle of a chicken. Before our next class, you and **\*\*teacher name\*\*** will start to explore the lifecycle of a chicken with another handout. Be thinking about how a chicken grows and changes during its life so we can have some new ideas for our dances when we meet next!



# **CLASSROOM SESSION #3**

## LESSON TEMPLATE

<b>A. FOUNDATION</b>	
<b>Teaching Artist:</b> Education & Community Engagement Staff Member	
<b>Grade Level:</b> K-2	
<b>Standards</b>	
<u>Art Form:</u> DA.CR.1.(K,1,2)c Respond in movement to a variety of stimuli (e.g. music/sound, images, symbols, tactile, text, objects)	<u>Other Curriculum:</u> 1.L1U1.6 Observe, describe, and predict lifecycles of animals and plants.
<b>Objectives</b>	
<u>Art form:</u>  Students will KNOW: <ul style="list-style-type: none"> <li>• The definition of dance</li> <li>• The concept of storytelling without words</li> </ul> Students will BE ABLE TO: <ul style="list-style-type: none"> <li>• Respond in movement to a variety of stimuli</li> </ul> Students will APPRECIATE: <ul style="list-style-type: none"> <li>• The joy of movement</li> <li>• The thinking required to participate in dance</li> </ul>	<u>Other Curriculum:</u>  Students will KNOW: <ul style="list-style-type: none"> <li>• The definition of lifecycle</li> <li>• The concept that all living things grow and change</li> <li>• The concept that all living things have predictable life stages</li> </ul> Students will BE ABLE TO: <ul style="list-style-type: none"> <li>• Observe, describe, and predict the lifecycles of plants and animals</li> </ul> Students will APPRECIATE: <ul style="list-style-type: none"> <li>• That all living things have lifecycles</li> <li>• Their own ability to grow and change</li> </ul>
<b>Materials Required</b> 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	
<b>Room Set-up Required</b> Open floor with room to move around safely	

## LESSON TEMPLATE

**B. LESSON TIMING**

<b>INTRODUCTION</b>	<b>TIME: 5 mins</b>
<b>LEARNING ACTIVITY</b>	<b>TIME: 50 mins</b>
<b>CLOSURE</b>	<b>TIME: 5 mins</b>
	<b>TOTAL: 60 mins</b>

## LESSON TEMPLATE

### C. INTRODUCTION

	<b>Min:</b>	<b>5</b>
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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 lifecycles.

On day 1 we learned:

1. The definition of dance
2. The concept of storytelling without words

On day 2 we learned:

1. The definition of lifecycle
2. The concepts of growth and life stages

Today we will:

1. Practice using music/sound to create movements for our lifecycle dance
2. Practice using props to create movements for our lifecycle dance
3. Share our dance together as one group

Preview Lesson:

To start with, we will review some of the concepts we've learned over the last few days. We will then review the lifecycle of a chicken and discuss the different things we need to show in our dance. We will use music to create some movements and we will also use props to create some movements. Then, we will share our dance together as one big group.

Review Prior Learning:

We already know that dance is using the body to communicate with movement. We also already know that you can put different movements together to tell a story or explain an idea. Last time, we learned about lifecycles, growth, and life stages and practiced using photos and feelings to help us create movements about the lifecycle of a ladybug.

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 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 begin.

## LESSON TEMPLATE

<b>D. LEARNING ACTIVITY</b>		
<b>TITLE: Classroom Session 3</b>		
<b>Step #1:</b> Review the definition of dance and the concept of storytelling without words.	<b>Min:</b>	2
<b>Step #2:</b> Give directions for basic dance skills warmup.	<b>Min:</b>	1
<b>Step #3:</b> Students do basic dance skills warmup.	<b>Min:</b>	5
<b>Step #4:</b> Review the definition of lifecycle.	<b>Min:</b>	2
<b>Step #5:</b> Review the chicken lifecycle sheet.	<b>Min:</b>	3
<b>Step #6:</b> Review the concepts of growth and life stages using photos of a chicken's lifecycle.	<b>Min:</b>	3
<b>Step #7:</b> Listen to music selections and have students decide which tracks match each life stage of the chicken's lifecycle.		5
<b>Step #8:</b> Give directions for movement creation activity using the music tracks as prompts.	<b>Min:</b>	1
<b>Step #9:</b> Group dance creation using the music tracks as prompts.	<b>Min:</b>	10
<b>Step #10:</b> Group discussion about how to use the blanket/towel prop.	<b>Min:</b>	2
<b>Step #11:</b> Give directions for movement creation activity using the prop as a prompt.	<b>Min:</b>	1
<b>Step #12:</b> Group dance creation using the prop as a prompt.	<b>Min:</b>	10
<b>Step #13:</b> Lead a reflection about the whole residency.	<b>Min:</b>	5

## LESSON TEMPLATE

### E. CLOSURE

	<b>Min:</b>	<b>5</b>
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#### **Review Purpose**

Today we demonstrated our understanding of lifecycles, growth, and life stages through the dances we made about chickens.

#### **Restate Main Ideas**

We were able to use our movements to tell a story without words and observe, describe, and predict the lifecycles of different plants and animals. We were also able to create movements from many different kinds of inspiration like photos, feelings, music, and props.

#### **Invite Reflection**

What things did you learn from participating in this residency that you haven't learned before?

(Format: whole group)

What were some things that were difficult for you?

(Format: whole group)

What did you enjoy about learning this way?

(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**

Today 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 both plants and animals have lifecycles and grow and change over different steps called life stages. We also learned that you can tell stories without words and practiced using different kinds of inspiration for our movement creations while having fun and learning at the same time. Thank you so much for letting me share this time with you!