

## Lesson Plan

### Dance Charades

**Book:** *Modern Dance*

**Series:** Shall We Dance?

**Level:** Beacon

### Objective

To help students build familiarity with words that express precise actions, emotions, or states of being.

### Supplies

- *Modern Dance* book
- Action and Emotion Words List (attached)
- Stopwatch or timer

### Before the Activity

Read through the *Modern Dance* book, or assign it to students to read on their own. Print the Actions and Emotions Word List and cut it apart so that each word is on its own slip of paper.

### Activity

Unlike many other forms of dance, modern dance does not use set forms or positions. Instead, dancers create movements that are specially designed to express ideas or emotions. Each dancer uses his or her body to communicate these emotions to the audience.

Today, students will try using movements to communicate ideas. Divide students into two teams. Explain that each student will have a turn to try expressing an idea with only movement. Their team members will have to guess what the word is. All the words will come from a list of words about dance. Some of the words express precise actions. Others express emotions or states of being. Explain that you will read this list out loud to the class. Students should try to remember as many words from the list as they can.

Read the Action and Emotion Words List out loud to the class two times. Next, have a student from the first team come to the front of the class. Give the student one of the words from the Action and Emotion Words List. Then set the timer for thirty seconds. During this time, the student must create dance movements that will help his or her team guess the word. Students cannot talk or point to things. They must use only dancing to express the word.

If the student's team guesses the word before the time runs out, give that team one point. Then

choose a student from the other team to act out another word. The team with the most points at the end wins.

After the activity, ask the students the following questions:

- Which words were harder to create dances for? Why do you think that is?
- Which words were harder to guess? Why do you think that is?

### **Evaluation**

Could the students create movements to express the words' meanings? Were the teams able to guess the correct words?

### **Standards**

This lesson may be used to address the Common Core State Standards' language standards, grade 4 (L 4.6).

## Actions and Emotions Word List

	joy
anger	lengthen
avoid	perform
balance	practice
blends	quickly
communicate	react
controlled	recover
copy	release
curve	sadness
exhale	smoothly
express	stretching
fear	structured
flowing	tighten
focus	uncomfortable
free	unpredictable
growing	upright
inhale	watch