

**TITLE:**

Using Child-Directed Movement to Tell a Story

**DEVELOPED BY:**

Amanda Whiteman

**ART FORM:**

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / \_\_\_\_\_

**OBJECTIVE(S)/GOAL:**

Children will be able to:

- explore and create movement to represent the characters and setting from the book *Moon Glowing*
- follow positional words (in front, behind, around, through)
- develop skills in moving through the room with attention to body in space

**CHILDREN'S PRIOR KNOWLEDGE NECESSARY FOR THIS EXPERIENCE:**

- Experience with the warm-up sequence; expectations of using the vinyl spots; read *Moon Glowing*; prior exploration of the setting and character of the story.

**VOCABULARY:****Arts Vocabulary**

Developmental movement patterns (breath, tactile)

Movement motif

Audience (observation) spot

Locomotor movement

**Curriculum Content Vocabulary**

Observation

Setting

Character

In front / behind / around / through

**MATERIALS NEEDED:**

Book: *Moon Glowing* by Elizabeth Partridge

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**MAIN EXPERIENCE:****Warm-Up**

Adding in the element of locomotor movement to our already existing warm-up vocabulary while using imagery from our story.

1. Breath
2. Expand and contract
3. Travel through the room in our expanded shape using the image of a leaf blowing
4. Tactile – taps like snowflakes

**Main Experience**

Review Song and chant:

*Who?* (two taps on lap) *Who?* ((two taps on lap) *Who are the characters the book?* (make the question arms and then the book sign)

Recall the 4 characters-Review with the children the 4 characters and how they move- while staying on our spots.

*Now think in your heads, which character you would like to be and show us with your bodies how this character would move. Don't tell us which one you have chosen, we should be able to tell by OBSERVING your bodies. Just like in the warm up, we moved around the entire classroom without running into any furniture or any friends- we had to use our eyes and move very carefully...When you hear the music I want you to become your character and show us how you'd move all around the room as that character.*

*What's the setting of our story? What's the setting of our story? What's the setting of our story? When and Where?*

*Where did our story take place? The forest!* Review with the children the straight/curved tree setting from two lessons ago using the scarves as leaves.

**Closing**

Divide the class into 2 groups and hand the scarves out to half of the children to create the setting of the story. *If you did not get a scarf, you are a character in the story. Think in your head which character you would like to be. If you are a character, pick up your spot and find a tree in the forest...put your spot behind a tree.*

*One day there was a beautiful fall forest. In this forest there were some trees with straight branches, some trees with curved branches. All the trees had one last fall leaf in hanging in their branch. There were many animals in this forest. They were all hiding behind a tree. The wind started blowing gently and the trees started to sway very gently. The animals in the forest began to come out from behind the trees and move all around the forest. Some went around the trees some moved between the trees....until it got even colder and the wind started to blow a little harder. The moon came out and the animals went back behind their tree and went to bed. The bear curled his big paws around his body, the squirrel curled up and used his tail, the beaver curled into a tight little warm ball, the bat folded his wings. Just then, the last leaf fell from the branches and it started to snow. (use the snow fabric)*

Do this twice so everyone has a chance to play setting and character.

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**INTENTIONAL QUESTIONS:****Open-Ended (i.e. children contributing possibilities, thoughts)**

Who are the characters?

How do they move?

What do your trees look like?

How can you show that with your bodies?

**Problem Solving/Critical Thinking (i.e. prediction)**

How can you move like the character?

**Factual Questions**

(Looking at the animals in their environment and exploring their movement, what they eat, how they sleep, etc.)

What do squirrels eat? Etc...

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