

**TITLE:**

Using Movement to Establish Character

**DEVELOPED BY:**

Amanda Whiteman

**ART FORM:**

Dance/Movement

Drama

Music

Puppetry

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

**OBJECTIVE(S)/GOAL:**

Children will be able to:

- observe, explore, and create movement motif to represent the characters from the book *Moon Glowing*

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

- experience with the warm-up sequence
- understand expectations of using the vinyl spots
- read *Moon Glowing*
- explore the setting of the story

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

Developmental movement patterns (breath, tactile)

Movement motif

Audience (observation) spot

**Curriculum Content Vocabulary**

Observation

Prediction

Character

**MATERIALS NEEDED:**

Book: *Moon Glowing* by Elizabeth Partridge

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

Using nature imagery to activate our tactile warm up:

*Let's begin with our deep breath and then we are going to make it rain... gentle taps on our body...now the rain is falling a little harder, can you make it hit your legs a little stronger? And then lighter again...oh, it's getting cold. How would that make your body look? Can you have gentle snowflakes fall on the top of your head? And now your arms? Now, brush the water off your bodies...*

**Main Experience**

Review Song:

*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?*

*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 and put up the picture cards

*Using the prop characters from the box, ask the children to guess which character is going to come out of the box. Give them clues as each character comes out to work on prediction and classification; things like, This character has a tail. (eliminating the bat) Who could it be? This character is small... (eliminating the bear) etc...as the prop character comes out of the box, ask the children to show us how it would move. First begin with movement that can be done seated and then ask them to stand up. Do this for all 4 characters.*

Examples of questions to ask to get seated movement:

*Show us how a squirrel would eat a nut?*

*Show me your large sharp bear claws- can you pick a berry and eat it?*

*What would it look like if you used your beaver teeth to chew down a tree?*

*Can you make a bat with just your hands? Can you make that bat fly up high?*

After we have done a seated exploration, have the children stand up and move like the characters.

Examples of questions to get standing movement:

*In the book the squirrel gathers all his nuts, can you gather all the nuts you see on the ground? Can you leap from tree to tree?*

*How would the beaver look if he is using his wide flat tail to swim in the water?*

*Can you show me how a bear would dig a deep hole in the earth?*

*Can your bats catch a bug and eat it?*

Finish each standing exploration with:

*Now it is getting late and cold and the character is going to curl up and go to sleep. Can you show us what that would look like?*

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**Closing**

Divide into groups and move into the observation spot to watch a character dance from *Moon Glowing*. One group will perform the dance of the squirrels and beavers and one group to perform the dance of the bats and bears.

Ask the observing children: *What did you see? How many dancers are in each group?*

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**INTENTIONAL QUESTIONS:**

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

Who are the characters?

How do they move?

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

Make predictions based on characteristics of the animals.

**Factual Questions**

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

What do squirrels eat? Etc...

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