Lesson Title: The Water Cycle

Subject Area(s): Dance / Science

Grade Level: 5

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County: DCPS

<table>
<thead>
<tr>
<th>Fine Arts Content Standard:</th>
<th>Content Standard Broad Concept</th>
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<tr>
<td><strong>Dance 1</strong>: Understand and choreograph forms and meaning in dance.</td>
<td><strong>5.4</strong>: Water on Earth moves from the ocean to the land through the processes of evaporation and condensation.</td>
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<td><strong>Dance 2</strong>: Demonstrate dance fundamentals and skills with technical proficiency and special, musical, and kinesthetic awareness.</td>
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<tr>
<th>Fine Arts Objective(s):</th>
<th>Content Objective(s): 5.4.1.</th>
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<tr>
<td>5.1.3. Research a topic of interest and create a short dance based upon the topic.</td>
<td>Investigate and describe that when liquid water evaporates, it turns into a gas (vapor) mixed into the air, and can condense and reappear as a liquid when cooled or as a solid (ice) if cooled below the freezing point of water.</td>
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<td>5.2.4. Perform a dance that uses changes in dynamics (energy) to reflect different ideas, feelings, and meaning.</td>
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**Objective:** Students will choreograph dance movements of varying dynamics to illustrate water in its three physical states of the water cycle.

**Description of Lesson/Activities**
Prior to Lesson:

- Teacher will review basic dance elements:
  - Energy
    - *Attack* – smooth or sharp
    - *Weight* – strong or light
    - *Tension* – tight or relaxed
    - *Flow* – sudden or sustained
  - Choreography
    - *Contrast*
    - *Unity*
    - *Transitions*
    - *Beginning, middle, end*

- Students will review background knowledge about the movement of water from the ocean to the land through evaporation and condensation. They will elaborate on the water cycle process by exploring the three physical states of ice, water, and gas (vapor) in the mountain environment.

Procedure:

1. **See-Think-Wonder (STW) Artful Thinking Routine**
   - Teacher will
     - Display images of Tibetan art (e.g. Thangkas, Situ Panchen) and photos of Tibetan mountains and rivers to model how to “see” details (use Smart Board or posters)
     - Record findings on white board
     - Continue modeling the “think” and “wonder” sections
   - Students will
     - Work in small groups at four to six stations with displayed images
     - Engage in STW routine and record their findings on graphic organizers
     - Rotate as a group to next station after each S, T, and W section
     - Share vocabulary on their graphic organizers that relate to the water cycle

2. **Choreographing a Water Cycle Dance**
   - Teacher will
     - Ask students to explore what each state of water may feel like
Lead students through small-group explorations to move as if melting, condensing, and evaporating.

Guide students to relate the movements for ice, water, and vapor/gas to the basic dance elements of *attack*, *weight*, *tension*, and *flow*.

 Invite students to combine all dance elements by changing from solid to liquid to vapor.

 Clarify the choreographic elements of *contrast*, *unity*, *transitions*, and *beginning/middle/end* in the creation of the water cycle dance.

**Students will**

- Discuss and create within each group the beginning shape, movements and transitions from one state of water to the next, and the final tableau.
- Perform their dance in front of their peers.
- Critique and compliment each performance.

**Extensions:**

- **Adding a Soundscape**
  - Recorded music (classical music; world music; Tibetan folk music or chants).
  - Student generated vocal sounds representing cracking ice, drip-drops of melted water, gushing river etc.
  - Student created rhythms/melodies on percussion or Orff instruments for each segment of the water cycle movement.

- **Adding Visuals**
  - Background projections of Tibetan art and/or nature photos.
  - Student created costumes for ice, water, clouds, the sun etc.
  - Dance scarves to underscore dynamics, indicate states of water through different colors, or use for transitions and unity of the choreographic form.

**Materials:**

- Thangkas that include representations of water in its three physical states.
- Photos of Tibetan ice-capped mountains, waterfalls/rivers, and clouds.
- Computer/Smart board (optional).
- White board and markers.
- Graphic organizers
- Optional: recorded music, instruments, costumes, dance scarves

Assessment Strategies:

- Written paragraph about the water cycle as it occurs in different environments
- Exit Ticket recording appropriate dance vocabulary next to the three states of water
- Reflection on how chosen dance dynamics illustrate molecular structure of a solid, liquid, and gas/vapor