

Megan McClellan & Andrew Lester (Shapiro & Smith Dance)

Objectives: The body movement of Megan McClellan and Andrew Lester conveys a story, a poem, and emotions. In this activity, think about how motion can, without anyone speaking, tell stories and narratives. You will then choreograph your own dance routine to Emily Brönte’s “Fall, Leaves, Fall” poem.

Standards (Suggested 4th +):

ELA:

4.1.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

4.1.3.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

4.8.4.4 - Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

Arts:

4.1.1.1.1 - Describe the elements of dance including body, actions, space, time, and energy

4.1.1.1.2 - Describe how choreographic principles such as repetition, pattern, or unity are used in the creation, performance, or response to dance

4.1.1.1.3 - Identify Western and non-Western styles or genres of dance such as African, ballet, Capoeira, classical, Indian, folk, etc.

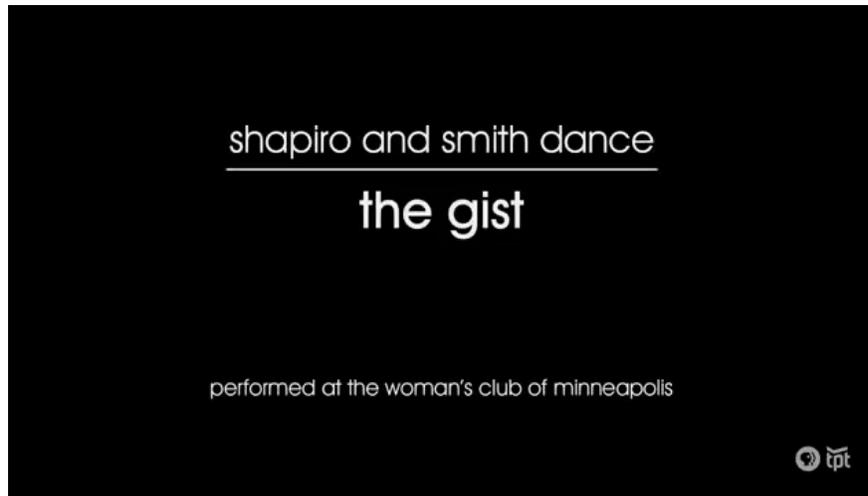
4.1.2.1.1 - Demonstrate movement using control, coordination, and balance in movement replication and improvisation in more than one dance tradition

4.1.3.1.2 - Describe how dance communicates meaning

4.2.1.1.1 - Create movement sequences and improvisations using choreographic forms to express an idea, theme, imagine, or tradition

Tools/Resources:

MN Original video clip, [Emily Brönte’s “Fall, Leaves, Fall” poem](#)



Video Clip: <http://www.tpt.org/mn-original/video/gist-tibj9e/>

Activity

- 1) Watch the segment and discuss:
 - a. How can dance communicate meaning?
 - b. How do the dancers in “The Gist” communicate meaning? How can you tell?
 - c. What feelings are you observing, what emotions and nuances? Why?
- 2) Read poem
 - a. Read Emily Brönte’s poem aloud three times. First time, just read through, second time, discuss the metaphors, language used, meanings and explain why by citing from the poem; third time, brainstorm how you can use dance movements to convey the poem read aloud.
- 3) Create dance
 - a. Working in groups of two or three if possible, create your dance choreography to the poem. One person must narrate the poem, OR, use a voice recording device to pre-record the poem read aloud.
 - b. Perform your finalized dance for others!