



Expressing Language Through Movement

Art Form: Dance/Movement

Grade Level: 7th Grade

Time Allotment: 60 minutes + Additional Connections (ELA, Math, Science)

Learning Objectives: Students will be able to:

- Interpret the visual elements of Ceceilia Moseley's letter-based sculptures through movement.
- Explore how movement can represent abstract concepts like language and understanding.
- Empathize with different ways individuals experience and interact with language, particularly in the context of dyslexia.
- Collaborate with peers to create a short movement piece inspired by the exhibit.

Mississippi College and Career Readiness Standards Alignment

English Language Arts:

- CCRS.ELA.SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Interpreting Moseley's sculptures as a visual medium).
- CCRS.ELA.SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (The final movement piece acts as a visual display of understanding).

Mathematics:

- CCRS.Math.7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (If students create movements based on the scale or proportions of Moseley's sculptures).

Materials:

- Images or videos of Ceceilia Moseley's letter-based sculptures (from her "Remnants of Language" or "The Color Test" exhibits).
- Open space for movement activities.
- Music (instrumental, ambient, or sounds that evoke different feelings related to understanding and communication).

Lesson Procedures

(1) Introduction & Discussion (15 minutes):

- Begin by revisiting Ceceilia Moseley's exhibit, focusing on the visual representation of letters and her exploration of dyslexia. Show images or videos of her sculptures.
- Discuss how Moseley uses three-dimensional forms to express language in a unique way. Ask students what feelings or ideas the sculptures evoke.
- Introduce the idea that dance and movement can also be a powerful way to communicate abstract ideas and emotions. Ask students how they think movement can represent something like a letter or the feeling of understanding (or misunderstanding) language.
- Briefly discuss dyslexia again, emphasizing it as a different way of processing language. Ask students to consider how movement could express the feeling of letters moving or appearing differently.

(2) Exploring Movement Vocabulary (20 minutes):

- Lead students in a series of movement explorations inspired by the shapes and forms in Moseley's sculptures.
 - Linear Letters: How can they use their bodies to create straight lines, curved lines, and angles like the lines in letters?
 - Solid vs. Open Forms: Moseley's work often features open forms. How can their movements create a sense of emptiness or space within a shape? How can they represent solid, closed forms?
 - Twisting and Turning: Many letters have twists and turns. Explore how the body can twist and turn in different ways.
 - Falling and Balancing: Moseley mentions letters sometimes seeming to "move" or "flip." Explore movements that suggest instability, imbalance, or a shift in perspective.
 - Connecting Movements: Encourage students to link individual movements together to create short sequences that represent a single letter or a short "word" through movement.

(3) Collaborative Creation (20 minutes):

- Divide students into small groups (3-4 students).
- Assign each group one of Ceceilia Moseley's sculptures (use images) or a specific letter.
- Instruct each group to create a short (1-2 minute) movement piece inspired by their assigned sculpture or letter. Encourage them to consider:
 - The overall shape and form.
 - The feeling or ideas evoked by the artwork.
 - How movement can represent different ways of interacting with language or the feeling of dyslexia (without stereotyping).
 - Using the movement vocabulary explored earlier.
- Play instrumental music to inspire their creativity.

(4) Sharing and Reflection (5 minutes):

- Have each group briefly perform their movement piece for the class.
- After each performance, facilitate a short reflection:
 - What letter or sculpture inspired your movement?
 - What choices did you make to represent that form or idea through movement?
 - How might this activity help us think about different ways people experience language?

Assessment:

- Observe student participation in discussions and movement explorations.
- Evaluate the creativity and thoughtfulness of their collaborative movement pieces.
- Assess their ability to connect the visual elements of Moseley's work to their movement interpretations.