**Title:** Goldilocks and the Three Bears Unit **Dates:** T 9/13, Th 9/15, T 9/20, Th 9/22

**School:** Sacred Heart Catholic Elementary School **Times:** 12:00 – 12:40 PM

**K12 Teachers:** Villarreal, Garcia **Dance Standards:** 1, 2, 7

**Teaching Artist:** Julie White **ELA/CCSS:** Storytelling

**ELA Unit Objectives:** The elements of a story (characters, plot/sequence of events, beginning/middle/end, and intention and theme. Specifically, the students will learn the fairytale “Goldilocks and the Three Bears” and experience writing a story of their own.

**Dance Unit Objectives:** Overall review of the elements of dance (body, energy, space, and time), with a specific focus on size and shape (small, medium, and large), size and energy (low, medium, and high), and quantity (many vs. few). Using movement to express intention/emotion will be a sub-theme.

**Day One**

* **BrainDance:** Explain and teach the BrainDance as a way of centering attention, getting the brain and the body warmed up for movement but also communicating with each other, and as a way to share some of the dance things we’ll be doing in class that day. Focus for the BrainDance (large and small movements)
* **Introduction:** Who knows the story of Goldilocks and the Three Bears?
* **Story:** The TA reads the fairytale from the storybook
* **Discussion:** There are some “clues” we can look for in a story that help us to understand it, remember, and retell it better. These include identifying “characters” (define and identify those in the story: Goldilocks and the 3 bears) and a “sequence of events or plot” (define plot and identify the beginning, middle, and end of the story).
* **Movement:** The TA will guide students in making up movements to represent each of the main characters and the beginning, middle, and end of the story. She will share with students that “dancing” the story will help them to not only enjoy it more, but be an active part of telling it
* **Story:** The TA rereads the fairytale having the students do the created movements at these key points (“Readers Theatre”)
* **Discussion:** Another thing that is important to pay attention to in a story is something that happens repeatedly. What happens often? We see different sizes of things (bear, bowl, chair, bed). In dance, we can show this with different sizes of shapes. The TA will lead students in making a shape for each of these things and doing them large, medium, and small.
* **Song:** The TA will teach the students the first three verses of the “Goldilocks and the Three Bears” song, set to the music of “Happy Birthday”. They will inject the movement they made up earlier in class for each of the main characters and follow along with movement choreographed to represent other lyrics (see attachment).

*Homework:* By the next time I see you, notice things that are the same thing but come in different sizes. Be prepared to share these with the class.

*Supplies:* Storybook, music (CD mix given to classroom teacher)

**Day Two**

* **Review:** The TA will ask the students what they noticed that could exist in three different sizes. Following each example given (i.e. cookie) she will ask all students to show this object by making a shape with their bodies. She will thank everyone for continuing to think about what they were learning in between classes together, with a special thanks to students who volunteered examples/answers.
* **BrainDance:** The TA will lead the BrainDance with a focus on counting how many times something is done.
* **Discussion:** The TA will explain that another “clue” in understanding a story is understanding what the story is all about, or the “moral” or the “message” of the story. She will ask students to think about what happens in Goldilocks and the Three Bears and what it might be trying to tell or teach us. The TA will then talk about the bad choices Goldilocks made (breaking into house, eating porridge, breaking chair, sleeping in bed, running away) and ask students what she should/could have done instead.
* **Song:** The students will learn Verse 4 of the song (focused on the above) adding in movements to represent the overall theme of the story and to review “size” as it was discussed yesterday.
* Discussion: The TA will explain how “size” can also be measured through quantity, or how many there is of something. For example, Goldilocks made a lot of mistakes, thus she was a “big” problem.
* **Movement:** The TA will lead students through a movement exploration of body parts, moving body parts one at a time and in different ways, and then combining many body parts at the same time. In this way, students will experience “quantity” through movement (body parts vs. whole body)!
* **Song:** The TA will select four students who will represent the four main characters of the story and wear costumes (Goldilocks, 3 bears). She will also inject the line “Let’s count: 1,2,3!” after each verse, and lead students through showing this through movement in different ways. Verse 1: count with fingers. Verse 2: trace numbers in the air. Verse 3: add on movements (total of three) one at a time). Verse 4: growl and get progressively louder.

*Homework:* Notice something in the world that may be small in size but large in quantity, or small in quantity and large in size and be prepared to share this with the class these observations during our next class.

*Supplies:* Goldilocks costume, three bear costumes, CD.

**Day Three**

* **Review:** The TA will ask student volunteers to share what they observed about quantity and size as their homework.
* **BrainDance:** The TA will lead the BrainDance focusing on energy (specifically sharp and smooth).
* **Song:** The TA will choose four new student volunteers to wear the Goldilocks and three bears costumes and lead their classmates in the song lyrics and accompanying movements.
* **Discussion:** The TA will talk about “how” we do things in life – the energy we bring to things – lets others know our intentions. Example: “I’m sorry” (what Goldilocks should have said) said in a heartfelt way versus an irritated way. In dance, we can do the same movement but it can look very different depending on the energy and focus we do it with. Today, “size” is defined as how much or how little energy is used. This is true in dance and when storytelling with movement. Finally, the TA will explain how feelings can be expressed more clearly with energy (shape and movement) and ask the students to identify feelings in the story.
* **Movement:** The students will experiment with using lots of energy in one body part, in several body parts, and in the whole body. Different types of movement will be explored (i.e. shake, push, twist, etc.). The students will try this sitting down, and then standing up in order to use different body parts.
* **Discussion:** The TA will talk about how so many things in the story have an opposite (big/small, happy/sad, sleep/run, etc.). She will quickly teach the term “antonyms” (opposites) to the students and ask them for other examples.
* **Movement:** The TA will ask students to dance opposites in different halves of their body (upper/lower, right/left, one body part/whole body). They will try one quality first and then do the opposite. She will ask them to note the type of energy it takes (high or low) and also point out how this affects how fast or slow (tempo) the movement is done. Finally, the TA will ask the students to try to do two opposite energies/movement qualities in the body at the same time. This is VERY difficult and only something to try, not try to master.
* **Writing our Story:** The TA will ask students for the following information so that she can write a story the is a sequel to “Goldilocks and the Three Bears”: old characters that remain, a new character, a place, a food, two opposite emotions, a favorite song, a moral of the story.

*Homework:* Come up with a “silly move” where two body parts are moving at the same time and the energy used to dance it (either big or small) is very clear.

*Supplies:* Goldilocks costume, 3 bears costumes, CD, elements of dance charts (body, energy, space, and time) for display and reference on the wall.

**Day Four**

* **Review:** The TA will tell students that she is excited to see them, but also sad that’s it is her last day teaching them. Two opposite emotions happening at the same time. She will ask students to make a shape for each emotion, and a movement, and ask them what kind of energy they are using for each. She will also ask to see their “silly move” and tell them to “have it ready” for our story.
* **BrainDance:** The TA will lead each pattern with different images and a wide range of dynamics, encouraging the students to try new movements. She will also preview some things from the new story (i.e. reach as high as the Empire State Building!). The TA will encourage students to dance their own movements if they would like, as long as they know and follow the rules for each pattern.
* **Song:** The TA will pick four volunteers to wear costumes for the song one last time. She will take this opportunity to explain what a “good performance” is (lots of energy and confidence, and being clear in the steps) and encourage this. The TA will let the student volunteers know that they will be videotaped.
* **Story:** The TA will read the story she wrote for the class based on their suggestions. The parts where they move are bolded. She will discuss the parts of the story that need specific movements and can be decided by the students (i.e. what “scared” looks like, what we will do for New York City, the movements for the main attractions in NYC, etc).
* **Movement:** The TA will read the story and the students will do the movements as they occur in the story. They will do the story sitting and then once again standing (and using more of their bodies to show each thing) if time allows.
* **Discussion:** The TA will express that the story is clear and good because it has everything a good story needs. She will praise the students for their creativity in suggesting information for the story and also movements to bring it to life. She will explain how when you tell a story with movement you need to practice so that your movements, energy, and focus are clear. She will let them know that they will be practicing the dance and the story with their teachers and that she will come back to see them perform it in the next few weeks.
* **Costumes & Props:** The TA will show the students the costumes and props she has to bring the story to life (18 total so that each student has a special role in the story/dance). After showing each costume and prop, the TA will explain that their classroom teachers will “cast” the parts based on what they feel is most important. She will explain that they can either hold up (or stand in front) while it is their turn to go, or they can take some creative liberty in adding in movements to what they do. She will stress that the story belongs to them now and that she hopes that, above all, it is fun to do and that they do it well together.

*Homework & Rehearsal:* The classroom teachers will cast (assign parts), rehearse, and perform the dance in the next two weeks for reading buddies in higher grades, parents, and teachers and administrators in the building. The TA will return to videotape the performance, and gather post-test evaluations of the residency.

*Closure:* The TA will thank the teachers and the students for welcoming her into their classroom and giving her the opportunity to teach them about dance, about the fairytale “Goldilocks and the Three Bears”, and help them write a great story of their own to go along with it. She will blow them kisses with different body parts that vary in size (small, large) and energy (little, big).