

Moving Inventors Flower Power Curriculum (2003)  
Mila Parrish with Sara Anderson and Meagan Enders

**Flower Power**  
*Moving to Grow*

**Length of Lesson:** 2 hrs 30 min

**Lesson:** How do plants move and grow?

**Age:** 5-7 years

**Sub theme:** Ecosystems

**Overview:** Students will explore the life cycle of a plant through lecture, literature, media, art, and movement. Students will learn the foundation of plants through movement investigations on the life cycle, germination, structure of plants, and how to plant a garden.

**Resource/Materials:**

Name Tags; Rules; CD player; CDs; Plant Cycle Chart; Construction paper of various colors; Crayons and markers; Flower cut-outs from a magazine; Book: Garden Vegetable Soup; Movie: All about Plants- Structure and Growth.

**Goals and Objectives:**

*Upon completion of lesson, students will be able to:*

- Perform shapes and locomotor movement
- Demonstrate the four stages of a plant life cycle through movement improvisation
- Demonstrate the knowledge of plant germination through partner dances
- Perform gross motor and fine motor movement at different speeds
- Embody the shapes and structures of different kinds of plants
- Create garden murals
- In a garden dance, create movement that represents the life cycle of a plant that incorporates all the stages, photosynthesis and the process of being planted

**National Standards:**

**Standard 1:** Identifies and demonstrates movement elements and skills in performance dance.

Level 2(Grade k-4)

1. Uses the basic nonlocomotor/axial movements (e.g. bend, twist, stretch, swing)
7. Uses kinesthetic awareness, concentration, and focus in performing movement skills

**Standard 2:** Understands choreographic principles, processes, and structures.

Level 2 (Grade k-4)

2. Improvises, creates, and performs dances based on personal ideas and concepts from other sources

**Standard 3:** Understands dance as a way to create and communicate meaning.

Level 2 (Grade k-4)

2. Knows how a dance may elicit various interpretations and reactions that differ from the meaning intended by the dancer

**The Lesson:**

Warm-up: 10 minutes

1.) *Roll, wiggle, and bend*

a.) In a circle formation, students roll, wiggle, and bend all of their joints from their heads down to their toes with the guidance of their teachers. Movement begins stationary, but can develop into locomoting around the room. Dancers must return home to the circle at the end.

2.) *Grow and melt*

a.) Students stand up with arms way over their heads so that they are the tallest they can be and then they melt down to the floor into a very low position taking 8 counts to do so. Then students grow back to standing position taking 8 counts. Repeat exercise taking 4 counts, 2 counts, and 1 count.

Introduction: 5 minutes

1.) *Life cycle chart*

- a.) Students look at the life cycle chart that consists of four stages 1.) seed, 2.) roots 3.) germination, and 4.) sprout. Teacher explains the chart and allows for students to ask questions.
- b.) Four different students are asked to make the shape of one of the stages. Then the whole class tries to copy the shapes.

Movement Exploration #1: 10 minutes

1.) *Plant life cycle improvisation:*

- a.) Students create the shapes of the stages of the plant life cycle finding transitions between each stage so that they are continually growing. Students perform the life cycle throughout the room to music and at different tempos.

Movie: 15 minutes with discussion

1.) *All about Plants- Structure and Growth*

- a.) Students watch movie.
- b.) Students discuss the concepts learned from the video.

Movement Exploration #2: 10 minutes

1.) *Germination Dance*

- a.) Explain germination, the making of new flowers, to students.
- b.) Students are split into two groups. One group is to be the non-locomotor group while the other is the locomotor group. Teacher explains that non-locomotor movement doesn't move while, locomotor movement does.
- c.) The non-locomotor group is asked to find their own place on the floor, take a shape, and freeze. The locomotor group now dances around the students in shapes until the music stops. When the music stops, the locomotor students take the shape of one of the frozen students but alter the shape just a little by changing an arm or a leg or head tilt. Then when the music begins again, the students who were in a shape get to locomote around the room, and so the groups have changes roles. Continue on so that everybody gets to make several shapes and get to move around the room locomoting in different ways. Teacher can also give directives to the locomotor students such as gallop, turn, run, crawl, and walk.

Break: 15 minutes

Moving Exploration #3: 10 minutes

1.) *Plant card dance*

- a.) Students look at three different types of plants: maple, cacti, and fern. Students are asked to observe the stem, leaf, and blossom of each plant.
- b.) Teacher holds up a card with a picture of one of the plants and students create a shape like that picture. Then when the music starts, students dance like that plant trying to mimic its' shape, until the music stops. When the music stops, students freeze and the teacher shows the students another card for the students to dance like when the music begins again.
- c.) The teacher puts the cards away and the students individually pick one of the plants to perform on their own. Students are split into two groups and take turns watching each other be the plants. Students watching can have fun trying to identify each person's plant.

Literature: 10 minutes

1.) *Garden Vegetable Soup*

- a.) Students listen to a reading of garden vegetable soup.
- b.) Students discuss the book.

Dance Making: 25 minutes

1.) *Garden dance*

- a.) Students pretend that they are the plants while the teachers are the gardeners. Students begin in a small shape like a seed. The teacher digs a whole in the ground so to speak and rolls a seed (student),

one at time to a space on the floor. The teacher then pretends to put dirt over the students. The teacher waters each seed and the seed begins to grow to a medium level. Teacher gives the plant sun and the plant has to lean towards the direction of the sun (photosynthesis). Teacher waters the students more and gives them a hug. The dance ends with students growing to full height and performing non-locomotor movements such as twist and bend.

Art: 25 minutes with clean up

1.) *Garden Mural*

a.) Students make a garden mural by drawing, coloring, and pasting flower cut-outs from a magazine and paper scraps onto paper.

Closure: 5 minutes

1.) *Circle dance*

a.) Students form a circle. Students then roll, wiggle and bend just like in the beginning of class. Students give each other high fives.

1.) *Discussion*

a.) Students will discuss everything that they have learned.

### **Learning Outcomes/Assessment Criteria:**

Teacher observation: Were the students engaged with the lesson, staying on task, and fully participating?

Practical: Did the students incorporate all four stages of the life cycle in their life cycle dance improvisation? Did the student's germination dance include frozen shapes and locomotor movements that demonstrated their knowledge of plant germination?

Did the students' shapes and movement clearly imitate the shapes and structures of the different kinds of plants?

Did the students' performance in the garden dance demonstrate an understanding of both the plant and dance element concepts?

Did the students demonstrate confidence while performing?

Art work: Did the students take their time at their artwork and create something that was their best?

Discussion: Did the students reflect thoughtfully on all the topics and demonstrate a clear understanding?

## **Flower Power**

### *Pedals and leaves design*

**Length Lesson:** 2 hrs 30 min

**Lesson:** Shapes, Forms and Functions      **Age:** 5-7 Years

**Sub theme:** **plant architecture**

**Overview:** Students will experience the shapes and forms of plants through movement, imitation, manipulation, and in an improvisation of specific shapes including a blossom. Students will also do an investigated movement study of vine pathways.

### **Resources/Materials:**

Name Tags; Rules; CDs; CD player; Pictures of different types of plants in shapes resembling a wall, ball, pin or twist; Pictures of vines and examples of different types of pathways in dance; Flowers; Tissue paper; Pencil; Glue; Big fake flowers; Book: Mushrooms in the Rain      Movie: All about Plants- Structure and Growth

### **Goals and Objectives:**

*Upon completion of lesson, students will be able to:*

- Perform shapes and locomotor movements
- Identify and create shapes that are in the form of a ball, wall, pin, and twist
- Remember and accumulate upon shapes
- Perform different kinds of locomotor movement along the pathways of a vine, either straight, circular, or zigzag
- Demonstrate cooperation while performing a blossom circle dance

- Perform and add onto a movement phrase about gardens

**The Lesson:**

Warm-up: 10 minutes

1.) *Roll, wiggle, and bend*

a.) In a circle formation, students roll, wiggle, and bend all of their joints from their heads down to their toes with the guidance of their teachers. Movement begins stationary but can develop into locomoting around the room. Dancers, however, must return home to the circle at the end.

2.) *Grow and melt*

a.) Students stand up with arms way over their heads so that they are the tallest they can be and then they melt down to the floor into a very low position taking 8 counts to do so. Then students grow back to standing position taking 8 counts. Repeat exercise taking 4 counts, 2 counts, and 1 count.

Introduction: 5 minutes

1.) *Ball, wall, pin, and twisted*

a.) Students make shapes that are round and small like a ball. Students make shapes that are wide like a wall. Students make shapes that are long and skinny like a pin. Students make shapes that are twisted.

c.) Students look at pictures of different types of plants and identify these shapes in each picture and create the shape.

Movement Exploration #1: 10 minutes

1.) *Shape accumulation game*

a.) In the formation of a circle one student performs one of the shapes (student should also say shape) and the rest of the class echoes that shape. The person to the left of that person creates the first person's shape and then another shape of their own so that it accumulates. This continues until everyone has had a turn. It may even go around the circle twice and for a further challenge it can be done in reverse.

Movie: 15 minutes with discussion

1.) *All about Plants- Structure and Growth*

a.) Students watch movie.

b.) Students discuss the concepts learned from the video.

Movement Exploration #2: 10 minutes

1.) *Vine dance*

a.) Students learn about vines and how they can grow up walls, along the floor, and so on.

b.) Students learn about the three different types of pathways: straight, circular, and zigzag by looking at pictures of the lines. Students then follow the teacher as she walks the pathway of each line.

c.) Students find their own space in the room and make a low shape to begin their vine dance. Students grow and once they reach their full height they move along one of the pathways.

d.) Students perform the vine dance again but this time they are asked to pick one locomotor movement to perform along the pathway.

e.) Students are split into two groups and take turns showing each other the vine dances. Students watching the other dances can have fun trying to identify each person's pathway and locomotor movement.

Break: 15 minutes

Movement Exploration #3: 10 minutes

1.) *Blossom circle dance*

a.) Students look at the blossoms of several flowers and discuss its structure.

b.) Students form a circle and hold hands.

- c.) Led by teacher, students gallop around the circle counter clockwise. Students pause before going around the circle the other way. Students go in towards the circle closing up the blossom and then out away from the circle.
- d.) Teacher puts students into a pinwheel formation, as seen in many blossoms. Students have to work together to stay in that formation as they walk, run and skip around the circle.

Literature: 10 minutes

1.) *Mushroom in the Rain*

- a.) Students listen to the reading of the book.
- b.) Students discuss the concepts learned from the video.

Dance Making: 25 minutes

1.) *Garden dance*

- a.) Students remember and perform the garden dance from the day before.
- b.) Once students are fully grown they add their pathway vine dance onto the end of the garden dance.

Art: 25 minutes with clean-up

1.) *Tissue Flowers*

- a.) To create tissue flowers, students begin by taking desired color tissue and gathering the center. Students then dip the middle, gathered tissue paper into glue and paste the flower onto pretty paper. Students can create several of these so that they have a rose garden.

Closure:

1.) *Flower dance*

- a.) Students dance around the room any way they please with big flowers.

**Outcomes/ Assessment Strategies:**

Teacher observation: Were the students engaged with the lesson, staying on task, and fully participating?

Practical: Did the students identify the shapes wall, ball, pin, and twist in the pictures and were they able to create them with their bodies?

Did the students accumulate the shapes in sequence correctly?

Did the students vine dances demonstrate an understanding of the three pathways, circular, straight, and zigzag?

Did the students cooperate during the blossom circle dance?

Did the students' performance in the garden dance demonstrate an understanding of both the plant and dance element concepts?

Did the students demonstrate confidence while performing?

Art work: Did the students take their time at their artwork and create something that was their best?

Discussion: Did the students reflect thoughtfully on all the topics and demonstrate a clear understanding?

## **Flower Power**

*The Pollination of Plants*

**Length of Lesson:** 2 hrs 30 min

**Lesson:** Pollination

**Ages:** 5-7 years

**Sub theme:** Five senses

**Overview:** Students will use their five senses to create dances about plants and will learn about how the smell and color of some plants attract certain insects which leads to pollination.

**Resources/ Materials:**

Name Tags; Rules; CD player; CDs;; Senses work sheet; Pre-made jars with lime beans inside; Many colors of water; Pringles containers; Rice and beans; Colored tape; Book: Plants that never Bloom.

Movie: All about Plants- Pollination

**Goals and Objectives:**

*Upon completion of lesson, students will be able to:*

- Perform shapes and locomotor movement
- Create abstract movement to represent what they can see, smell, feel, taste, and hear
- Carve the negative space of another students shape or create a frozen shape that has lots of negative space
- Demonstrate an understanding of pollination
- Make conscious decisions about spatial relationships when create a sculpture chain that is taking the idea of moss
- Perform and add onto a movement phrase about gardens

**The Lesson:**

Warm-up: 10 minutes

1.) *Roll, wiggle, and bend*

a.) In a circle formation, students roll, wiggle, and bend all of their joints from their heads down to their toes with the guidance of their teachers. Movement begins stationary but can develop into locomoting around the room. Dancers, however, must return home to the circle at the end.

2.) *Grow and melt*

a.) Students stand up with arms way over their heads so that they are the tallest they can be and then they melt down to the floor into a very low position taking 8 counts to do so. Then students grow back to standing position taking 8 counts. Repeat exercise taking 4 counts, 2 counts, and 1 count.

3.) *Ball, wall, pin, and twisted*

a.) Students make shapes that are round and small like a ball. Students make shapes that are wide like a wall. Students make shapes that are long and skinny like a pin. Students make shapes that are twisted.

Introduction: 5 minutes

1.) *Five Senses*

a.) Students make observations of various different plants based on what they smell, taste, sound, feel, and look like.

b.) Teacher writes those observations on the board in an adjective format.

Movement Exploration #1: 10 minutes

1.) *Sense data dance*

a.) Teacher takes the descriptive words gathered from the observations and asks students to dance like that. So if a child says the flower tastes yucky, the student will be asked to move yucky, or if they say the flower looks beautiful, they'll be asked to move beautifully.

Movie: 15 minutes with discussion

1.) *All about Plants- Pollination*

a.) Students watch movie.

b.) Students discuss the concepts learned from the video.

Movement Exploration #2: 10 minutes

1.) *Pollination dance*

a.) Students should know about pollination from the video already, but teacher should review important concepts just in case.

b.) Split class into two groups and make one group insects and the other group flowers. The flower people create shapes that have lots of negative space and freeze. When the music turns on the insect people dance and find a flower to "pollinate" or explore their negative space by carving through it. The teacher will tell the students when to find a new flower. After insects have explored the negative space of several flowers switch the roles of the groups and repeat.

Break: 15 minutes

Movement Exploration #3: 10 minutes

1.) *Sculpture chain*

- a.) Discuss plants that don't bloom such as the fungus liken and moss, what they look like, how they grow, their function, and so on. Explain how liken and moss must be attached to some organism like a rock or bark in order to survive. Teacher tells students that liken don't move while moss does.
- b.) Teacher makes a shape like a big tall tree and freezes. Students, one at a time, create a connected shape onto the teacher or another student until everyone has created a big growth like moss onto the teacher that is representing the tree.
- c.) Students observe the sculpture that they have made. Teacher brings the students' attention towards the levels used and the spatial relationships between each other. Repeat exercise.

Literature: 10 minutes

1.) *Plants the never Bloom*

- a.) Students listen to the reading.
- b.) Students discuss the book.

Dance Making: 25 minutes

1.) *Garden dance*

- a.) With the help of a teacher, students look at the pictures of five different plants on a worksheet. Below each picture is a list of five adjectives, one from each sense observation. The students have to identify from which sense the observation came from and then they can pick one of the smells, sounds, tastes, looks, and feel likes from the lists to make a dance of. Students and teacher then creates a movement series that incorporates the idea of the five descriptions or five senses.
- b.) This dance is added onto the dance begun on Monday. So to recap, the students grow through the life cycle of a seed, move along the pathway of a vine, and now embody the five senses of various plants.

Art: 25 minutes with clean up

1.) *Roots and shoots*

- a.) Students observe the germination of lima beans and add colored water to their plant jar.

2.) *Rain shakers*

- a.) Students put beans or rice in a Pringles container, put the cap back on it, and then decorate the container with different colors of tape.

Closure: 5 minutes

1.) *Rain dance*

- a.) Students dance with rain sticks reacting to the rhythm of the instruments.

**Outcomes and Assessment Criteria:**

Teacher observation: Were the students engaged with the lesson, staying on task, and fully participating?

Practical: Did the students' movement based on the five senses demonstrate their knowledge of the difference between literal movement and abstract?

Did the students' pollination dance demonstrate their understanding of the concept of pollination, as well as negative and positive space?

Did the students' performance in the garden dance demonstrate an understanding of both the plant and dance element concepts?

Did the students demonstrate confidence while performing?

Art work: Did the students take their time at their artwork and create their best?

Did the seeds germinate?

Discussion: Did the students reflect thoughtfully on all the topics and demonstrate a clear understanding of the concepts?

## **Flower Power**

*Plants Defense Systems*

**Length of lesson:** 2 hrs 30 min

**Lesson:** Where do plants grow?

**Age:** 5-7 years

**Sub theme:** Defense systems

**Overview:** Students will learn about where plants grow and how they survive their by studying, through movement, environments and adaptations. Students will perform the Venus fly trap dance and camouflage tag, as well as do a dance improvisation about three different environments: desert, tropical, and temperate.

**Resources/Materials:**

Name Tags; Rules; CD player; CD's; Wire; Clay; Beads; Foam board

Pictures of plants in the desert, tropics, and moist/shadowy land

Book: Incredible Plants/Flowering Plants

Movie: All about Plants- Adaptation

**Goals and Objectives:**

*Upon completion of lesson, students will be able to:*

- Create shapes and perform locomotor movements
- Demonstrate different qualities of moving and an understanding of the different kinds of environments that plants grow in
- Demonstrate a knowledge of plants defense systems such as the Venus fly trap and camouflage
- Perform and add onto a movement phrase about gardens

**The Lesson:**

Warm-up: 10 minutes

1.) *Roll, wiggle, and bend*

a.) In a circle formation, students roll, wiggle, and bend all of their joints from their heads down to their toes with the guidance of their teachers. Movement begins stationary but can develop into locomoting around the room. Dancers, however, must return home to the circle at the end.

2.) *Grow and melt*

a.) Students stand up with arms way over their heads so that they are the tallest they can be and then they melt down to the floor into a very low position taking 8 counts to do so. Then students grow back to standing position taking 8 counts. Repeat exercise taking 4 counts, 2 counts, and 1 count.

3.) *Ball, wall, pin, and twisted*

a.) Students make shapes that are round and small like a ball. Students make shapes that are wide like a wall. Students make shapes that are long and skinny like a pin. Students make shapes that are twisted.

Introduction: 5 minutes

1.) *Incredible Plants*

a.) Read page #32 from the Incredible Plant book.

b.) Teacher discusses three different types of environment: desert (Arizona, where they live), tropical (South America, Hawaii, Australia), and temperate climates (the east, New York, Massachusetts) and which plants grow there and how they survive. Teacher discusses how cactus grows mainly in the desert because they need lots of sun, and little water since they can retain the water in their "stomachs." Teacher also explains that cacti have prickles and thorns that are nature's protective devices to ward off animals and humans from getting to the water inside. Teacher talks about how tropical rainforest usually occur along the equator and because of their moist, warm, arid climate produce large, bright, flourished plants which some of them protect themselves by containing poison. Also to control the vast amounts of water the plants in the tropical rainforest receive many of them



have a drip tip on their leaves, while some plants on the ground have container like leaves so that the water from the rainforest is equally distributed. Temperate climates have altogether different adaptations. Temperate climates have all four seasons which they need to adapt to. Usually the trees have big broad leaves that capture the sun and through photosynthesis either convert the sun to use for growth or store it for the spring.

Moving Exploration #1: 10 minutes

1.) *Different plants, climates, and survival*

- a.) Teacher shows the students pictures of plants in the three different environments and asks them to make observations about how the plants differ in appearance. Teacher then tries to relate the appearances to the environment. For instance, a cactus is dry and brittle with a thick, hard shell to protect itself from the harsh sun.
- b.) Teacher gives students specific qualities to move like for each climate that embodies the physical appearances of the plants that grow there: angular/sharp movement represent cacti; wiggling represents the fun, vibrant colors of the tropical plants; and smooth/slow music represents the beautiful plants that grow in the temperate climates because they look soft, smooth, and beautiful but calmer than the tropical plants.
- c.) Students listen to a piece of music for each different environment. Then when they hear that music they must dance accordingly, so if they hear the Caribbean beat music they have to dance wiggly.
- d.) When the teacher stops the music the dancers must freeze and wait for the next music to determine how they will move again.

Movie: 15 minutes with discussion

1.) *All about Plants- Adaptation*

- a.) Students watch movie.
- b.) Students discuss the concepts learned from the video.

Movement Exploration #2: 10 minutes

1.) *Venus Fly Trap Dance*

- a.) Students learn about the Venus fly trap, a plant which actually catches flies in its' jaw-like blossom in order to continue survival; they actually use the nutrients of the fly to grow.
- b.) Two students (or four or six students if the class is big) are assigned by the teacher to represent the Venus fly trap. The two students hold hands and are asked to move from a high level to a low level to a high level at different speeds trying to catch flies in between their arms (like London bridges). Meanwhile the other students are dancing around the room being flies and at their own risk go underneath the bridges trying not to get caught. If a flie is caught then they take one of the Venus fly trap person's position. The teacher should monitor to make sure that everybody experiences both roles.

Break: 15 minutes

Movement Exploration #3: 10 minutes

1.) *Camouflage*

- a.) Students learn about how many plants camouflage themselves with the environment so that they will not be eaten by animals and insects. Students look at examples of this.
- b.) Students are split into groups with one group being the plants and the other group being the predators. When the music plays, the plant groups move slow and creep low to the floor as not to be seen, while the predators move fast and high up. When the music stops the animals are allowed to catch a plant and the groups switch roles. This game can be done effectively using a lamp.

Dance Making: 25 minutes

1.) *Garden dance*

- a.) Students remember their garden dance from the days before.
- b.) After dancing the five senses they will add one defense mechanism onto their plant and will dance that defense mechanism weather it is dancing sharp/angular like prickles, or capturing like the Venus fly trap, or slow, low, and sneaky like the camouflaged plants.

Art: 25 minutes with clean-up

1.) *3-D sculpture*

- a.) Students use the materials available to make a 3-D sculpture of a plant with a defense system. Students can put the wire into the foam board so that the sculpture stands upright.

Closure: 5 minutes

1.) *Reflection*

- a.) Students discuss everything that they've learned.

**Outcomes/ Assessment Strategies:**

Teacher observation: Were the students engaged with the lesson, staying on task, and fully participating?

Practical: Did the students' climate improvisation show an understanding of different plants' environments and were the qualities performed contrasting?

Did the students demonstrate an understanding of plant defense systems during the Venus fly trap dance and the camouflage dance?

Did students cooperate during the Venus fly trap dance?

Did the students' performance in the garden dance demonstrate an understanding of both the plant and dance element concepts?

Did the students demonstrate confidence while performing?

Art work: Did the students take their time at their artwork and create something that is their best?

Discussion: Did the students reflect thoughtfully on all the topics and demonstrate a clear understanding?

## **Flower Power**

### *Growing a Dancing Garden*

**Length of Lesson:** 2 hrs 30 min

**Lesson:** Making a Garden

**Age:** 5-7 years

**Sub theme:** How do plants serve people?

**Overview:** Students will become the Gardeners in this lesson by learning about different gardens and then creating their very own.

**Resources/Materials:**

Name Tags; Rules; CD player; CDs;

Pictures of Gardens; Rocks; Plastic bags; Terracotta plates;

Cut-out flowers.

Book: Garden

Movie: All about Plants- Caring For Plants

**Goals and Objectives:**

*Upon completion of lesson, students will be able to:*

- Perform shapes and locomotor movement
- Identify different types of gardens and recreate them
- Remember complex movement phrases and perform them
- Cooperate and realize that plants and humans help each other
- Create their own garden art work and their own garden dances using all the skills of the previous days

**The Lesson:**

Warm-up: 10 minutes

1.) *Roll, wiggle, and bend*

- a.) In a circle formation, students roll, wiggle, and bend all of their joints from their heads down to their toes with the guidance of their teachers. Movement begins stationary but can develop into locomotion around the room. Dancers, however, must return home to the circle at the end.

2.) *Grow and melt*

- a.) Students stand up with arms way over their heads so that they are the tallest they can be and then they melt down to the floor into a very low position taking 8 counts to do so. Then students grow back to standing position taking 8 counts. Repeat exercise taking 4 counts, 2 counts, and 1 count.

3.) *Ball, wall, pin, and twisted*

- a.) Students make shapes that are round and small like a ball. Students make shapes that are wide like a wall. Students make shapes that are long and skinny like a pin. Students make shapes that are twisted.

Introduction: 5 minutes

1.) *Different kinds of gardens*

- a.) Teacher shows pictures of and explains different kinds of gardens including Vegetable garden, English garden, Japanese garden, and Zero gardens.

Movement Exploration #1: 10 minutes

1.) *Spatial formations*

- a.) Students learn a simple 8 count phrase.
  - wiggle 1
  - drop 2
  - make a big X 3
  - turn 4
  - flick foot behind body and slap with hand 5
  - flick foot in front of body and slap with hand 6
  - jump 7
  - make a silly face 8
- b.) Put students in different spatial formations. Have them look at the picture of an English garden and put them into a straight line to do the dance.

Movie: 15 minutes with discussion

1.) *All about Plants- Taking care of a Garden*

- a.) Students watch movie.
- b.) Students discuss the concepts learned from the video.

Dance Exploration #2: 10 minutes

1.) *Trust dance*

- a.) Students learn that plants serve humans by aiding us with food, medicine, healthy air, and beauty.
- b.) Students learn about how humans help plants to grow and prosper by giving them plenty of water, getting rid of weeds, and what not.
- c.) Students make the connection between human life and nature by performing a trust dance. Students are paired off. Students take turns leading each other around the room with one person's eyes closed.
- d.) Once all students have had the chance to lead and be led, students begin to feel support and resistance through performing simple counterbalances. Holding forearms, students lean towards each other and away from each other.
- e.) Students form one big circle and as a group try to lean towards each other and away from each other without letting anyone fall.

Break: 15 minutes

Movement Exploration #3: 10 minutes

1.) *Gardner*

- a.) Students literally pretend to make a garden. Students wake up. Students dig the whole and plant the seed. Students fill their watering tin and water the seed. Students give their plant a big hug and talk to it.

- b.) Now students must abstract the scenario by making it less obvious, more movement. Teacher may suggest making things bigger and using different qualities or different body parts to help abstract actions.

Literature: 10 minutes

1.) *Garden*

- a.) Students listen to the reading of the book.
- b.) Students discuss the book.

Art: 25 minutes with clean-up

1.) *Rock garden*

- a.) Students go on an adventure hunt outside looking for things to put in their rock garden like leaves and flowers. Students can carry these items in a plastic bag.
- b.) Students create their rock garden by arranging the rocks and other nature findings onto their terracotta plate.

Sharing: 25 minutes

1.) *Preparation*

- a.) Teacher prepares students for the showing by telling them that they are going to be the Gardeners and their parents the seed. Teacher walks through the steps in movement exploration 3. Students also have to remember their vine pathway dance, their sense dance, and the defense mechanism dance because they will do that as well.

2.) *Showing*

- a.) Students become Gardeners and help their parents to grow by doing the instructions in movement exploration three. Then students do their vine pathway dance and parents follow. Then students do their sense dance and parents follow. Lastly, students do their defense dance and parents follow. The dance finishes with everyone in a big frozen shape when the music stops.

Closure: 5 minutes

1.) *Reflection*

- a.) Students discuss everything that they have done in the past week.

**Outcomes and Assessment Criteria:**

Teacher observation: Were the students engaged with the lesson, staying on task, and fully participating?

Practical: Could the students identify the different kinds of gardens and recreate their own?

Did the students remember and perform the complex movement phrase?

Did the students trust each other and cooperate with one another?

Do the students understand the reciprocal relationship between humans and plants?

Did the students' performance in the garden dance demonstrate an understanding of both the plant and dance element concepts?

Did the students demonstrate confidence while performing?

Art work: Did the students take their time at their artwork and create something that is their best?

Discussion: Did the students reflect thoughtfully on all the topics and demonstrate a clear understanding?