

# Dancing Verbs, Adverbs and Similes

## By Moving Current Dance Collective



## An Educator's Guide

Welcome to a fun loving Performance! This is an interactive performance that creates dance right in front of your eyes, or at least first drafts of them! *Dancing Verbs, Adverbs and Smiles* looks at dance from the inside. Children choose verbs, adverbs and similes out of a hat and the dancers bring the action words to life through movement and music. The words come alive, right in front of their eyes! These brief dances link the three elements together through a pre-structured outline, resulting in funny and sometimes outrageous combinations. **Illustrating verbs, adverbs and similes with movement creates a unique visual, expressive, and memorable experience.**

Total time – Generally 45 minutes, but we can easily adjust this slightly to accommodate your schedule

This program is presented as part of the Artists-in-Schools program, which is funded and jointly sponsored by the Hillsborough County School Board and the Arts Council of Hillsborough County

## Before the show

This performance is fun, and effective in demonstrating the dimensions of creativity through movement. As those in the audience participate in the process, they gain deeper awareness of expression and communication and language arts. Their fresh experience provides a new perspective on dance. Below is an outline of our show:

- We will begin with theater etiquette, demonstrated by the dancers, then practiced by the audience, defining audience etiquette and body language.
- **Our Inside View to Making Dances** is a brief discussion on how choreographers make dances. Next, with lots of demonstrations from the dancers, we will introduce the “ingredients” found in dance. Our dances often include these dance elements: **Shape, Space, Dynamics and Music.**

*Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. (Enduring Understanding 3 DA.K.O.3)*

- **Team work** – most of the time we dance with other people. We work together as a team. And that means that everyone does their job, respects others as they do their part, stays alert and is kind to other company members. Dancers are also like athletes, we warm up, and practice or rehearse a lot.
- Now the audience is ready to create a **“stay in your seat”** word dance using the words *wiggle, freeze, melt down, and sit up very, very, very straight*. Each person in the audience is creating a solo dance, without touching anyone or anything!
- **Tiny Dances**- Finally we are ready to create dances using the Verbs, Adverbs and Similes that you have chosen from the three hats. (Or for the younger audience members, action words and words that describe the action). Like writers, we organize our thoughts before starting;

\*By thinking about the beginning, middle, and end of the dance piece.

\*Making an outline or sequencing what we want the audience to see

Our Tiny Dances use this outline **A) Solo**- this person dances their version of the word combination **B) Duet**- a second person joins them with their version **C) Antonym Interrupter** our third dancer focuses on doing the opposite **D) The Eraser** has the tough task of persuading all of the dancers to line up on the same side of the stage **E) Summary** all of the dancers travel across the stage dancing their interpretation of the word combination.



## Standards that connect to the performance experience.

**DA.K.C.1.1** Associate and identify words of action or feeling with watching or performing simple dances.

**DA.1.C.1.1:** Identify and respond to the feelings expressed in movement pieces.

**DA.1.O.1.2:** Demonstrate awareness of expectations in class and at informal performances.

**DA.2.O.1.1** Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.

**DA.3.C.2.1** Apply knowledge of basic elements of dance to identify examples in a dance piece.

**DA.4.O.3.2** Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.

**DA.5.C.1.1** Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.



## Information relating to performance:

Read through the following vocabulary, modifying the information to make it grade level appropriate.

Our dances often include the following dance elements or dance vocabulary:

1. Shape: the lines and design that our body creates as we move
2. Space: path traveled on floor, the use of different levels and location on the stage
3. Dynamics or the type and amount of energy used to create a movement
4. Music is often our partner, it gives us the Tempo, underlying pulse, and it might acceleration or deceleration

## Other vocabulary

Verb, Adverb, Simile, Antonym, Choreography, Improvisation, Solo, Duet, Trio and Quartet

## Standards – Language Arts - connected to the Performance

**LAFS.K.L.3.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g. *walk, march, strut, prance*) by acting out the meanings.

**LAFS.1.L.3.5** With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**LAFS.2.L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

**LAFS.3.RL.2.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**LAFS.4.L.3.5** Demonstrate understanding of word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**LAFS.5.L.3.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Theater Etiquette** The quality of the performance is dependent on your students being prepared to exhibit appropriate behavior. Please read and discuss the following behavioral mandates with your students before the performance.

#### **Your Role as an Audience Member**

The audience is an important part of any performance. Your behavior as an audience member will affect the performance you see. Performers are people too and will be working really hard to perform for you. Their performance and everyone's experience of it will be even better if you follow the following instructions:

- Enter the performance space quietly and take your seat as directed.
- Remember that seeing a live show is not like watching TV or a movie. The performers are in the same room with you and can see and hear you. **Please don't talk during the performance.** The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience and is rude and disrespectful.
- Please stay in your seats during the performance. Please show respect for the performers and your fellow audience members by sitting up in your seats and keeping your feet on the floor.
- You can laugh if something is funny and clap at the end of the performance or after a song.
- Using your cell phone, taking pictures or recording is not allowed during the performance.
- Please remain seated at the end of the performance.

Standards for Theatre Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

This review and discussion supports Florida Standards governing appropriate behavior and Theatre Etiquette. Distributing adult supervision amongst the students will help ensure appropriate behavior. Teacher and chaperon behavior is critical as well so please remember to silence your cell phones and refrain from using your phones for texting or anything else during the performance. Taking pictures or recording during the performance is not permitted. We hope this helps you prepare your students so they will experience a quality performance.

## After the Show

### A writing and Dance exercise

For upper elementary school grade levels:

Number each line on your paper 1 – 5

- A) Next to each number write an Verb (action word)- *example -bend*
- B) Next to each verb write a descriptive word for each action word –*example – slow* .Then create a “stay in your seat” dance combining a descriptive and action word.
- C) Add a simile to this dance- *example- bend slow like a plant in the wind*
- D) Trade your list with another student – dance their phrase



For lower elementary school grade levels:

- A) Choose an Action word that can be done in your seat or next to your chair (modify to fit your classroom)
- B) With eyes closed see yourself performing that action in “your minds eyes”, like a movie playing in your head.
- C) Choose a word that describes that action? Students may need prompting through questions in the beginning. For example is it fast or slow? Big or small?
- D) Dance the verb and adverb together
- E) Combine it with another students, linking them together in a duet

### **Draw a picture of their favorite *Tiny Dance*.**

**LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.

**LAFS.1.SL.2.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### **These activities can be modified to be written, discussed, danced or even drawn**

Expand on one of the dances in the performance by having the students add a specific environment to one of the word combinations. Defining the elements of dance as they pertain to that environment. For example would they move slow or fast? Would their movements be heavy or light? Some examples of these environments could be: outer space, a small room, in mud or underwater.

#### **What did the student observe?**

- Summarize the performance
- Sequence the events
- Discuss how the *Tiny Dances* were organized
- Create your own organization of a Tiny Dance

#### **Give examples of some of the word combinations that were used in the dances**

- Give examples of antonyms
- Compare and contrast two of the *Tiny Dances*

#### **What directions did the performers have to follow?**

- Create your own list of directions for dancers to follow during a Tiny Dance

#### **Using the performance as a Creativity prompt.**

- Create a story from one of the word combinations in the performance using details, cause and result. What could happen before and after the word combination?



## Dance standards connected to the activities

### Standards for Dance connected to creating, performing, experimenting, and collaborating with others

**DA.K.C.1.2** Perform creative movement in a specific order.

**DA.1.C.2.1** Make movement choices, using one or more given elements, to complete a short phrase.

**DA.1.O.1.1** Experiment with given elements to develop knowledge of their characteristics.

**DA.1.S.1.1** Discover movement through exploration, creativity, self-discovery, and experimentation in dance.

**DA.2.O.2.1** Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.

**DA.2.S.1.1** Demonstrate basic movement through kinesthetic exploration.

**DA.3.C.1.3** Identify and demonstrate changes made in various elements of a movement piece.

**DA.3.S.1.4** Create dance sequences, based on expanded, everyday gestures and/or movements.

**DA.4.F.1.1** Collaborate with others to create dance pieces that show innovative movement options.

**DA.4.S.1.1** Create movement sequences that are personally meaningful and/or express an idea.

**DA.4.O.3.1** Express ideas through movements, steps, and gestures.

**DA.5.C.1.3** Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.

**DA.5.S.1.3** Manipulate given elements of a phrase to produce variations and expand movement choices.

### Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Standards for Dance connected to applying knowledge to identify and analyze through discussion written work or other.

**DA.K.C.1.1:** Associate and identify words of action or feeling with watching or performing simple dances.

**DA.K.C.3.1** Express preferences from among a teacher-selected set of dances.

**DA.K.C.3.In.a:** Identify preferred dances.

**DA.K.O.3.2:** Respond to a dance through movement and words.

**DA.1.O.3.2** Use accurate dance terminology to describe specified movements and shapes.

**DA.1.C.3.1** Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.

**DA.2.O.1.1** Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.

**DA.2.C.1.1** Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece.

**DA.2.O.3.2** Describe a dancer or dance piece using words, pictures, or movements.

**DA.2.C.3.1:** Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.

**DA.3.C.2.2** Share and apply feedback to improve the quality of dance movement.

**DA.3.O.1.1** Relate how the elements of dance are applied in classwork to how they are used in dance pieces.

**DA.4.C.3.1** Evaluate a dance by examining how effectively two or more elements were used in the piece.

**DA.4.C.1.3** Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.

**DA.5.O.3.3** Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.

**DA.5.C.3.1** Critique a dance piece using established criteria

**DA.5.C.1.1:** Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.





**Standards for Language Arts connected to Critical Thinking** - Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.

**LAFS.K.L.3.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**LAFS.K.RL.1.2** With prompting and support, retell familiar stories, including key details.

**LAFS.K.SL.2.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**LAFS.K.W.1.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic persuasively.

**LAFS.1.SL.2.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**LAFS.1.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.2.RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**LAFS.2.W.1.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**LA.3.4.1.2** The student will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.

**LA.4.4.1.2** The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, and personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

**LA.5.4.1.2** The student will write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.

### **About Moving Current**

Since incorporating in July of 1997, Moving Current Dance Collective has found an important voice by offering the highest artistic level of modern dance and arts education to Tampa and its surrounding Bay Area communities. With a group of talented and diverse directors and dancers, Moving Current has established itself as one of the “Southeastern Region’s top modern dance companies”. Moving Current is focused on building a modern dance community at home and has successfully produced annual performances from formal concerts to tailored shows for specific audiences and also created and implemented a variety of educational programs. We have produced 97+ evening concerts presenting local and national choreographers, dancers, musicians, poets, actors, and visual artists. Along with original work by the directors, we have also presented the work of nationally and internationally renowned choreographers and dance companies. For each season concert, we include a Friday morning performance, for grades 6-12, followed by a question and answer session. **A major force in Moving Current’s long success in the community is our commitment to arts education for people of every age and ability.** [WWW.movingcurrent.com](http://WWW.movingcurrent.com)

