

One Step, Two Steps: Language and Creative Movement

6th Annual Academic Success Conference
for English Learners & Migrant Students
April 12, 2008

The arts offer captivating, differentiated entry points through which learners can strengthen and develop their linguistic proficiency and deepen their understanding. Join us for an arts integrated workshop that focuses on the powerful role that dance and creative movement can play in promoting language development, as well as creative expression. Participants will engage in hands-on, interactive learning with a seasoned educator/teaching artist with expertise in integrated arts and ELD curriculum. Discussion will include approaches to manage a classroom setting that supports scaffolded learning in dance and language development.

Workshop Agenda:

Welcome & Introductions

Entering into Language Development Through the Arts | Focus on Creative Movement

Arts Integration in the Classroom: Reflections, Strategies, Opportunities

Presenters:

Visual & Performing Arts | Teaching, Learning & Assessment Department
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Resources | Language Development Through the Arts

California Content Standards

California Department of Education. *English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: CDE Press. ISBN 0-8011-1578-7

California Department of Education. (2002). *English-Language Arts Content Standards for California Public School, Kindergarten Through Grade Twelve*. Sacramento: CDE Press. ISBN 0-8011-1389-X

California Department of Education. (2004). *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: CDE Press. ISBN 0-8011-1592-2

Articles, Books, Guides

Carger, C. L. (2004). *Art and Literacy with Bilingual Children*. *Language Arts* 81 (4): 283-292.

Cornett, C.E. (2007). *Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers* (3rd ed.). New Jersey: Pearson Education, Inc. 0-13-097777-2

Edwards, L. C. (2002). *The Creative Arts: A Process Approach for Teachers and Children* (3rd ed.) Upper Saddle River: New Jersey. ISBN 0-13-090896-7

Frohardt, D. C. (1999). *Teaching Art with Books Kids Love: Art Elements, Appreciation, and Design with Award-winning Books*. Golden, CO: Fulcrum Publishing. ISBN 1-55591-406-3

Goldberg, M. (1997). *Arts & Learning: An Integrated Approach to Teaching and Learning in Multicultural and Multilingual Settings*. New York: Longman.

Goldberg, M. (Ed.) (2004). *Teaching English Language Learners Through the Arts: A SUAVE Experience*. Boston: Pearson, Allyn and Bacon. ISBN 0-205-34383-X

Hill, J. D. and Flynn, K. M. (2006). *Classroom Instruction That Works with English Language Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. 1-4166-0390-

Laughlin, M. K. and Street, T. P. (1992). *Literature-based Art & Music: Children's Books & Activities to Enrich the K-5 Curriculum*. Phoenix: The Oryx Press. ISBN 0-89774-661-9

McCaslin, N. (2000). *Creative Dramatics in the Classroom and Beyond* (7th ed). New York: Longman.

McDonald, N. and Fisher, D. (2006). *Teaching Literacy Through the Arts*. New York: The Guilford Press.

Managing Creative Movement in the Classroom

*From Harlan Brownlee, Director of Artistic Programming at Kansas City Young Audiences
Posted on Kennedy Center ARTSEEDGE: <http://artsedge.kennedy-center.org/content/3478/>*

The use of movement in the classroom can be challenging for many teachers. Unstructured movement activities can become chaotic and uncontrollable. To use movement as a vehicle for instruction, you must acquaint students with movement concepts before integrating or introducing concepts in other subject areas.

- ▶ Define expectations and parameters of time and space.
- ▶ Prepare the room (physical space).
- ▶ Provide visual and aural cues.
- ▶ Experiment with different spatial arrangements.
- ▶ Promote productive and creative work with partners.

Be generous with praise and use thoughtful corrections.

Remember that dance is a language and a physical skill that requires practice. Be patient. With time and instruction, the students will become adept at using movement to communicate ideas and concepts.

Harlan Brownlee has been recognized for his excellence in teaching by the Kennedy Center, where he has developed teacher training programs and is listed on the National Touring Roster.

Additional Tips

*Adapted from "Steps to Acting Out a Story," by Jose Ibarra, Kindergarten Teacher,
Ravenswood City School District;
and "Tips on Managing Movement in the Classroom" by Jan Adams,
Winston-Salem/Forsyth Schools, NC Standard Course of Study, North Carolina*

- Begin by introducing the concept of personal space. Show children that there are rules for engaging in movement. The most important one is to stay in one's own space and respect the space of others. Everyone can enjoy and participate without anyone getting hurt.
- Demonstrate the space bubble or magic square. Each child should have 1 – 2 feet around him or her. This may take time. Be patient.
- Begin with very directed movement before heading toward more creative movement.
- Choreograph" your transitions (i.e., "move like a robot to your seats").
- Use music to create the atmosphere that inspires quality work.