Resources

Charts for Classroom Use

Unit and Lesson Plan Templates

Hawai`i Arts Education Organizations
IN DANCE
Always do your
B.E.S.T.

B = BODY (and movements)
E = ENERGY
S = SPACE
T = TIME

From the Kennedy Center Partners in Education Dance Artists
# DANCE ELEMENTS

## BODY

**What part(s) of the body is moving, and what is it doing?**

<table>
<thead>
<tr>
<th>Parts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head, neck,</td>
<td>arms, wrists, elbows, hands, fingers, pelvis, spine, trunk, leg, knees,</td>
</tr>
<tr>
<td></td>
<td>feet, toes, ankles, heels, shoulders, etc.</td>
</tr>
<tr>
<td>Shape</td>
<td>Symmetrical/asymmetrical</td>
</tr>
<tr>
<td></td>
<td>Stretched, Curved, Angular, etc.</td>
</tr>
<tr>
<td>Movements</td>
<td>Nonlocomotor: stretch, bend, twist, circle, rise, fall, swing, sway, shake,</td>
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<tr>
<td></td>
<td>suspend, collapse, etc.</td>
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<tr>
<td></td>
<td>Locomotor: walk, run, jump, hop, leap, gallop, slide, skip, crawl, etc.</td>
</tr>
<tr>
<td>Balance</td>
<td>On-balance, Off-balance</td>
</tr>
</tbody>
</table>

## ENERGY

**How is the body moving?**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Heavy, Light</th>
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<tbody>
<tr>
<td>Flow</td>
<td>Free, Bound, Tight, Loose</td>
</tr>
<tr>
<td>Attack</td>
<td>Sharp, Smooth</td>
</tr>
</tbody>
</table>

## SPACE

**Where is the body moving?**

| Place                   | In place, Traveling through space |
|                        |                                     |
| Size                   | Big, Small                          |
| Level                  | High, Middle, Low                   |
| Direction              | Forward, Backward, Sideways, Up, Down, Turning |
| Pathway                | Curved, Straight                    |
| Focus                  | Single focus, Multifocus            |

## TIME

**How does the body move in relation to time?**

| Tempo     | Slow, Fast  |
|           |             |
| Beat      | Underlying pulse |
| Duration  | Long, Short |
| Rhythm    | Pulse, Pattern, Breath |
Let's Make A Dance!

BEGINNING  What is your idea for your dance?
           How will you start your dance? (In a frozen shape? Off stage?)
           Who will be dancing?

MIDDLE  B BODY
           USE NOUNS – What body parts will move? (legs, head, arms, …)
           USE VERBS – What movements will you use? (run, hop, slither, glide…)
           What shapes will you make? (twisted shapes, square shapes, stretched….)

E ENERGY
           USE ADVERBS – How will you move? (smoothly, lightly, tightly…)

S SPACE
           Where will your dance take you? (backwards, across the room, in a circle, on a zigzag pathway, on low level…)
           What size will your shapes and movements be?

T TIME
           How fast or slow will you move?
           Will you move to music? To a steady beat?

END  How will your audience know when your dance has ended? (In a frozen shape, exit the space…)

CLASSROOM CHART
## Things to Consider while Making Dances...

| **Organizing the Dancers** | Solo, Duet, Trio, Quartet  
|                           | Ensemble  
|                           | Facings of Dancers  
|                           | Groupings, Formations  
|                           | Symmetrical, Asymmetrical  
|                           | Partnering and Weight-sharing  |
| **Manipulating the Movement** | Unison  
|                           | Repetition  
|                           | Variety  
|                           | Abstract  
|                           | Literal  
|                           | Levels  
|                           | Size of Movement  
|                           | Changes in Tempo and Dynamics  
|                           | Floor Pattern  
|                           | Balance, Proportion  |
| **Enhancing the Dance** | Transition  
|                           | Contrast  
|                           | Complementary  |
| **Choreographic Forms** | AB  
|                           | ABA  
|                           | Canon  
|                           | Theme and Variation  
|                           | Narrative  |
| **Relationships** | Near, Far  
|                           | Meeting, Parting  
|                           | Alone, Connected  
|                           | Mirroring, Shadowing  
|                           | Unison, Contrast  
|                           | Over, Under  
|                           | Above, Below  
|                           | Around, Through  
|                           | Aside, Between  
|                           | On, Off  
|                           | Gathering, Scattering  |
ELEMENTS OF DRAMA

Tools of Expression
Voice
Imagination
Body
Ensemble

Parts of a Scene/Play
Character/Role
Dialogue/Action
Conflict
Plot/Story
Theme
Setting

Forms of Expression
Tableau
Pantomime
Improvisation
Narrative
Puppetry
Scene/Play

Components of a Theatre Production
Story – a series of events containing conflict and resolution
Artists – actor, director, playwright, designer
Space – the environment in which a performance occurs
Production Elements – scenery, costumes, props, lighting
Audience
### Parts of a Play

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Script</strong></td>
<td>Written dialogue, description, and directions provided by the playwright.</td>
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<tr>
<td><strong>Act</strong></td>
<td>Subdivision between sections of a play.</td>
</tr>
<tr>
<td><strong>Scene</strong></td>
<td>Subdivision between sections of an act. A subdivision of a play.</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>Individuals inhabiting a story.</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>The ordering of the incidents in a play. Plot is not only what happens in the play, but it is also the order in which things are made to happen and the reasons things are put in that order by the playwright.</td>
</tr>
<tr>
<td><strong>Conflict</strong></td>
<td>Two or more characters with opposing wants.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>The dialogue of characters conveying the theme or meaning in the play.</td>
</tr>
<tr>
<td><strong>Dialogue</strong></td>
<td>The words a character speaks.</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>The core of a theatre piece; the sense of forward movement created by the sense of time and/or the physical and psychological motivations of characters.</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>The major idea/issue in a play.</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>In musical plays, the importance of music to character, mood, and rhythm is clear. In nonmusical plays, the language itself is the music because it has pitch, rhythm, and so on. Music, like language, reveals clues about plot, character, and theme.</td>
</tr>
<tr>
<td><strong>Spectacle/Setting</strong></td>
<td>Much of the spectacle is the work of designers. Like language, it conveys the meaning or theme, clarifies character, and forwards the plot.</td>
</tr>
</tbody>
</table>
JOBS IN THEATRE

Playwright  The person who writes a play.
Director    The person responsible for the overall artistic vision of a production. The director casts and rehearses the actors, works with the designers, and determines overall vision.
Actor       People who represent the characters in a play.
Set Designer The person responsible for the scenery of a production.
Sound Designer The person responsible for the recorded sound in a production.
Lighting Designer The person responsible for the lighting of the production.
Costume Designer The person responsible for the clothes worn by the actors.
Properties Manager The person responsible for creating or finding the objects handled by actors.
Choreographer The person responsible for the dances and movement sequences in a production.
Composer    The person who writes the music or score for songs or musical sequences in a show.
Musical Director Often the conductor/leader of a musical, or the person responsible for the musical content of a production. Also known as the MD.
Stage Manager The person in charge of running rehearsals and performances. An assistant to the director.
Technical Director The person in charge of the technical requirements of a production.
Producer    The person or organization responsible for arranging the financial support of a production.
Basic Music Elements

**Rhythm:** Pattern of long and short sounds and silence.
- Beat – a repeating pulse that can be felt in most music (regularly spaced, steady pulse).
- Tempo – the speed of the beat.
- Meter – the organization of beats (into sets

**Melody:** A line of rhythm and single tones that moves upward, downward, or stays the same.

**Harmony:** Two or more different pitches sounding at the same time.

**Form:** The overall structure or plan of a piece of music.

**Tone:** Quality of sound. Four attributes that any tone or sound possesses are:
- Duration – length of the sound
- Pitch – high or low of the sound
- Timbre – special sound or color, makes it different from another
- Dynamics – degree of loudness or quietness

**Texture:** The layering of sounds to create a thick or thin quality in music.

*Music is singing, moving, speaking, playing, and creating.*
# MUSIC SYMBOLS

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>staff</td>
</tr>
<tr>
<td></td>
<td>bar line</td>
</tr>
<tr>
<td></td>
<td>double bar line</td>
</tr>
<tr>
<td></td>
<td>repeat</td>
</tr>
<tr>
<td></td>
<td>measure</td>
</tr>
<tr>
<td>&lt;</td>
<td>crescendo / get louder</td>
</tr>
<tr>
<td>&gt;</td>
<td>decrescendo / get quieter</td>
</tr>
</tbody>
</table>
# MUSIC SYMBOLS

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>♮</td>
<td>Treble Clef</td>
</tr>
<tr>
<td>♭</td>
<td>Bass Clef</td>
</tr>
<tr>
<td>whole note</td>
<td>Whole Note</td>
</tr>
<tr>
<td>half note</td>
<td>Half Note</td>
</tr>
<tr>
<td>quarter note</td>
<td>Quarter Note</td>
</tr>
<tr>
<td>eighth note</td>
<td>Eighth Note</td>
</tr>
<tr>
<td>eighth rest</td>
<td>Eighth Rest</td>
</tr>
<tr>
<td>quarter rest</td>
<td>Quarter Rest</td>
</tr>
<tr>
<td>half rest</td>
<td>Half Rest</td>
</tr>
<tr>
<td>whole rest</td>
<td>Whole Rest</td>
</tr>
<tr>
<td>♯</td>
<td>Sharp</td>
</tr>
<tr>
<td>♫</td>
<td>Flat</td>
</tr>
</tbody>
</table>
COLOR WHEEL

**Primary Colors:** Blue, Red, Yellow

**Secondary colors:** Green, Orange, Violet

**Complementary Colors:** Opposites on color wheel

**Analogous colors:** Side-by-Side colors

**Shade:** Hue plus black

**Tint:** Hue plus white
ELEMENTS OF ART

LINE is a mark with greater length than width.
Lines can be horizontal, vertical or diagonal, straight or curved, thick or thin.

SHAPE is a closed line.
Shapes can be geometric, like squares and circles; or organic, like free-formed shapes or natural shapes. Shapes are flat and can express length and width.

FORMS are three-dimensional shapes, expressing length, width, and depth. Balls, cylinders, boxes, and triangles are forms.

SPACE is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art when we can create the feeling or illusion of depth we call it space.

COLOR is light reflected off objects. Color has three main characteristics:
hue or its name (red, green, blue, etc.),
value (how light or dark it is), and
intensity (how bright or dull it is).

TEXTURE is the surface quality that can be seen or felt. Textures can be rough, smooth, soft, or hard.

VALUE is the relationship between light and dark. Change of value can be seen in high, low, and medium contrast areas.
PRINCIPLES OF DESIGN

**BALANCE** is the distribution of the visual weight of objects, colors, texture, and space.

**EMPHASIS** is the part of the design that catches the viewer’s attention. Usually the artist will make one area stand out by contrasting it with other areas. The area will be different in size, color, texture, shape, etc.

**MOVEMENT** is the path the viewer’s eye takes through the artwork, often to focal areas. Such movement can be directed along line edges, and/or shape and color within the artwork. Actual movement made by kinetic art.

**PATTERN** is the repetition of an object or symbol all over the artwork.

**REPETITION** works with pattern to make the artwork seem active. The repetition of elements of design creates unity within the artwork.

**PROPORTION** is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared with the rest of the body.

**RHYTHM** is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Variety is essential to keep rhythm exciting and active, and to move the viewer around the artwork. Rhythm creates a mood like music or dancing.

**VARIETY** is the use of several elements of design to hold the viewer’s attention and to guide the viewer’s eye through the artwork.

**UNITY** is the feeling of harmony among all parts of the artwork creating a sense of completeness.
## ARTS INTEGRATED UNIT PLAN

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Grade:</th>
<th>Time Frame:</th>
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</thead>
<tbody>
<tr>
<td>Art Discipline:</td>
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<table>
<thead>
<tr>
<th>GLO(s)</th>
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<table>
<thead>
<tr>
<th>Arts Benchmarks (Topic, Code, Text):</th>
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<table>
<thead>
<tr>
<th>Core Area Benchmarks (Topic, Code, Text):</th>
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<table>
<thead>
<tr>
<th>Overview of Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, what do you want students to know and be able to do?</td>
</tr>
</tbody>
</table>

Describe the sequential development of this unit. How does each lesson help the student reach the benchmarks?

**Lesson 1:**

**Lesson 2:**

**Lesson 3:**

**Lesson 4:**

**Lesson 5:**
Successful aspects of the unit:

Surprises along the way:

Things I would do differently next time:
Lesson Overview:

GLO(s):

**Arts Benchmark (Topic, Code, Text):**

<table>
<thead>
<tr>
<th>Rubric based on Arts Benchmark:</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Arts Vocabulary:</td>
<td></td>
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</tbody>
</table>

**Content Area Benchmark (Topic, Code, Text):**

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<tr>
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<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Classroom Set Up:</td>
<td></td>
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</tbody>
</table>

Materials & Equipment needed:

Prior to this lesson, students need to know

Teaching Tips:
<table>
<thead>
<tr>
<th>Minutes</th>
<th>Procedure</th>
<th>Create</th>
<th>Perform</th>
<th>Respond</th>
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**Closing Reflection with students:**

**Responding** (Questions to ask students before, during, or after an activity in the lesson to elicit their thinking about their own work or about work they are studying):

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<thead>
<tr>
<th>Step 1: Describe</th>
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</table>
Lesson Reflection
(To be completed at the end of the lesson.)

Successful aspects of the unit:

Surprises along the way:

Things I would do differently next time:
Arts Lesson

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**Closing Reflection with students:**

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Lesson Reflection

(To be completed at the end of the lesson.)

Successful aspects of the unit:

Surprises along the way:

Things I would do differently next time:
Hawai`i ARTS FIRST Partners are making ARTS FIRST for every child in Hawai`i’s schools. The Partners websites are listed below.

Hawai`i Alliance for Arts Education: hawaiiartsalliance.org
Hawai`i Association of Independent Schools: hais.org
Hawai`i Department of Education: doe.k12.hi.us
State Foundation on Culture and the Arts: state.hi.us/sfca/
University of Hawai`i, College of Arts & Humanities: hawaii.edu/arthurm/
University of Hawai`i, College of Education: hawaii.edu/coe/

Hawai`i Arts Education Organizations

Artists in Hawai`i Guide contains resource information about programs and services offered by over 200 artists and arts organizations in Hawai`i. The Guide is presented by the Department of Education Artists in the Schools Program, the Hawai`i Alliance for Arts Education, and the University of Hawai`i at Manoa's Statewide Cultural Extension Program. The Artists in Hawai`i: Internet Guide can be accessed at the Alliance’s web address: hawaiiartsalliance.org

Department of Education Artists in the Schools Program
Coordinator: Andres Libed, DOE Music Educational Specialist
Phone 808-733-9141 ext. 404
Email: Andres_Libed@notes.k12.hi.us

Alliance for Drama Education
rehearseforlife.com
2165-H 10th Avenue
Honolulu, HI 96816
Phone: (808) 732-0153
Email: ade@hawaii.rr.com

Diamond Head Theatre
diamondheadtheatre.com
520 Makapuu Avenue
Honolulu, HI 96816
Phone: (808) 733-0277

Hawai`i Opera Theatre
hawaiiopera.org
987 Waimanu Street
Honolulu, HI 96814-3319
Phone: (808) 596-7372, Toll-free 1-800-836-7372

Hawai`i Youth Opera Chorus
hyoc.org
P.O. Box 22304
Honolulu, HI 96813
Email: hyoc@flex.com
Phone: (808) 521-2982

Hawai`i Youth Symphony Association
hivyouthsymphony.org
1110 University Avenue, Suite 201
Honolulu, HI 96822
Phone: (808) 941-9706

Honolulu Symphony
honolulusymphony.com/
650 Iwilei Road, Suite 202
Honolulu, HI 96817
Phone: (808) 524-0815
Honolulu Theatre for Youth
htyweb.org
Tenney Theatre, St. Andrew's Cathedral,
Queen Emma Square
Honolulu, HI 96813
Email: hty@htyweb.org
Phone: (808) 839-9885

‘Ohi’ a Productions, Inc.
ohia.com
45-934 Kamehameha Hwy., Suite C, PMB 343
Kaneohe, HI 96744
Phone: (808) 247-0456
Email: ohia@ohia.org

Maui Arts and Cultural Center
mauiarts.org
One Cameron Way
Kahului, Maui, HI 96732
Phone: (808) 242-2787

Department of Music, College of Arts and
Humanities
http://www.hawaii.edu/arthum/mus/music.html
University of Hawai‘i at Manoa
Music Building, Room 3
2411 Dole Street
Honolulu, HI 96822
Phone: (808) 956-7756

Department of Theatre and Dance, College of Arts
and Humanities
hawaii.edu/arthum/thea/thea.html
University of Hawai‘i at Manoa
Kennedy Theatre Room 115
1770 East West Road
Honolulu, HI 96822
Phone: (808) 956-7677
Hawai`i Museums

Bernice Pauahi Bishop Museum
bishopmuseum.org
1525 Bernice Street
Honolulu, HI 96817
Email: webmaster@bishopmuseum.org
Phone: (808) 847-3511

Hawai`i Maritime Center
Pier 7
Honolulu, HI 96813
Phone: (808) 523-6151

Honolulu Academy of Arts
honolulucacademy.org/
900 South Beretania Street
Honolulu, HI 96814-1495
Email: info@honolulucacademy.org
Phone: (808) 532-8700

The Honolulu Academy of Arts,
The Lending Collection at Linekona Center
Contact: Gwen Harada
Phone: (808) 532-8736

The Contemporary Museum
tcmhi.org
2411 Makiki Heights Drive
Honolulu, HI 96822
Email: info@tcmhi.org
Phone: (808) 526-1322, ext. 30

Mission Houses Museum
missionhouses.org/
553 South King Street
Honolulu, HI 96813
Phone: (808) 531-0481

Hawai`i State Art Museum
250 S. Hotel Street
Honolulu, HI 96813
Phone: (808) 586-9958

Iolani Palace
iolanipalace.org/
364 S. King Street
Honolulu, HI 96813
Phone: (808) 522-0822
Email: infor@iolanipalace.org

Kaua`i Children’s Discovery Museum
kcdm.org/
Kaua`i Village Shopping Center
4-831 Kuhio Highway
Kapa`a, HI 96746
Phone: (808) 823-8222