

# Companion Guide

## *“Twisting and Turning: Dancing the Parts of a Plant”*

### *Johanna Barbosa, Wolf Trap Teaching Artist*

*In this video, **Wolf Trap Teaching Artist Johanna Barbosa** connects **dance and movement strategies** to select **STEM and literacy learning goals**. Barbosa demonstrates an arts-integrated experience that gives children an opportunity to move and dance at different levels with and without props, using **positional words** and practicing **motor skills**.*

#### **This experience is designed to provide educators an opportunity to:**

- Engage in arts-integrated experiences that promote active learning.
- Explore the connections between dance strategies and language, STEM, and motor development learning goals.
- Try out an easy-to-implement creative movement experience that can be modified to connect with your learning goals for individual children and your group.

**Target Ages:** pre-K, ages 3 to 5

**Key Vocabulary:** plant, roots, stem, leave flower, fruit, cucumber, leaves, next to, behind, in front of, trellis, wrap, spiral

#### **Connections to Early Childhood Learning Goals**

- Language and Literacy: Child attends. Child understands and builds vocabulary.
- STEM/Scientific Inquiry: Child observes and describes observable phenomena (objects, materials, organisms, and events).
- Motor Development: Child develops awareness of body in space and develops large/small muscles, movement, and coordination. Child develops and practices gross motor skills.

#### **Arts Concepts Highlighted in This Experience**

- **Dance/Movement**
  - Children use props to facilitate and explore directional movement or create movements—making different shapes with or without a prop—while identifying and describing the parts of a plant.
  - Children explore locomotor (moving through space) and non-locomotor (moving in place) movements.

#### **Extending the Experience**

- Observe, describe, and embody the components of other environments with low and high levels, such as a coral reef, forest, or cityscape.

- Adults can share spoken observations of children with them as they move, like “I see (child’s name) making a twisting motion with their streamer. They are making lots of round shapes!” or “I see (child’s name) reaching over their head, moving a streamer back and forth to the left and right.” Describing children’s movements provides an opportunity to build vocabulary and explore positional words, while acknowledging individual children within a movement experience.

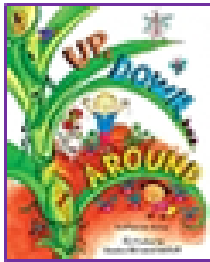
### Getting Ready to Try this Experience with my Classroom or Group

- Is there anything I need to do to prepare children and adults for this experience?
- Where would I do this experience with the group? Would I need to make any adjustments my space to make it successful?
- Do I need any special materials to do this or are there any additional resources I need to scaffold this experience?
- When would this experience work best for my class or group?

### Reflections for Inclusive Practice

- Do I need adjust this experience to accommodate the motor or mobility needs of children or adults in my class or group?
- Are there changes I can make to the content or context of this experience to make it more relevant or accessible to the children and adults I work with?
- How can I implement this experience to accommodate the language needs of the children and adults I am working with?

### Resources



Ayers, Katherine. 2008. Up, down and Around. 1st paperback ed. Cambridge, MA: Candlewick Press.

### \*Head Start Early Learning Outcomes Framework

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

***Johanna Barbosa is a Virginia-based dance artist and Wolf Trap Teaching Artist. "When I created this experience, I hoped to inspire teachers to foster creativity and imagination in their classrooms using dance and creative movement as tools, allowing them to engage early learners in their activities."***

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