

# Brown Bag Dance Theatre Series

*In creating the Brown Bag Dance series, the students were able to develop cooperative skills, group dynamics, and process thematic selections (folk tales) to bring dance movement 'alive.' The performances were tailored for each site and marketed to gain support for continuing the project. The response was great, and we will continue the project for another year. I think the vision for the project was enhanced for the students and audience members through the funding received from the SHOPA grant.*

## Curriculum/State Standard

1. The students will work to develop a theme from a selected cultural literary work (folk tale)
2. The students will produce a Brown Bag Dance Theatre series for elementary school children.
3. The students will address varied learning styles by making literature "come alive" through dance performance.

## Overview

The students learned the value of using dance movement to convey meaning and to make the connection between dance and the cultural theme of the folktale and the importance of artistic expression as a part of language art and social studies curriculum.

## Objectives

- The students will read a series of cultural folk tales and select two to present.
- The students will create and develop dance movements that will convey meaning to the audience.
- The students will use the text developed from the folktale to create movements; design costumes, and create narration to use during performance.
- The students will prepare a production schedule and a marketing plan.
- The students will rehearse and maintain production schedule assignments.
- The students will monitor and adjust all plans and schedules if needed.

*Continued on the back...*

**6-8**

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

**16-20**

WEEKS

**\$1000**

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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# “Brown Bag Dance” project continued...

- The students will perform or participate in any aspect of production.
- The students will participate in both an oral and written assessments.

## Materials

Folk tale books from different cultures; mask making materials, the simplicity or complexity will be up to the teacher, site, and budget; set materials, the simplicity or complexity will be up to the teacher, site and budget; costume materials, fabric, dye, and thread (bulk muslin or sheets can be used; we used ethnic fabric); marketing and documentation materials

## Readiness Activity

The students view videos on dance, theater, and performance, both professional and amateur.

## Strategies/Activities

**Week 1-4** The students read a series of cultural folk tales and select two to present.

The students will assess, create, and develop dance movements that will communicate meaning, as well as make the connection between dance and how to convey the cultural theme of the folk tale. The students will use the text of the folk tale as a resource for movements, music, costuming, and narration.

**Week 5-7** The theatre component builds on skills in acting to portray characters and improvise scripted scenes along with an added focus on production management and marketing.

The use of English and language arts improves on literal and interpretive comprehension using direct statements, inferential comprehension using movements that convey meaning that may not be stated by narration, and evaluative comprehension that uses understanding of the moral of the story.

The use of cultural folk tales help the performers and the audience to understand a belief or value of another culture.

**Week 8** The students prepare a more focused and detailed production schedule and marketing plan.

**Week 9** The students implement marketing plan and focus on designated production schedule details.

**Week 10-12** The students rehearse and maintain production schedule assignments.

**Week 13** Troubleshooting/correction, if needed.

**Week 14-15** Scheduled performances at the middle school.

**Week 16** Final assessment.

## Culminating Activity

Culminating activities consisted of performances in a variety of venues, including feeder school visits, parents night, partnering organizations, and community events.

## Evaluation

The process consisted of oral and written assessments from the students throughout the project. A group project critique was videoed as a part of the student year-end final.