Emotions In Motion - Dancing Statues
Grades K–3

Objectives:

1. Students will explore ideas through movement and explain their choices.
2. Students will improvise to develop their movement preferences to compose and evaluate artistic ideas and works.
3. Students will create a simple movement sequence with a clear beginning and end.
4. Students will evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Materials:

- *What Do You Do With a Problem?* by Kobi Yamada read aloud (online read aloud here)
- Open movement space
- Optional background music
- Emotion index cards (worried, frustrated, determined, proud, excited)

Directions:

- Begin by telling students they will soon attend the Gaillard Center performance of *What Do You Do With a Problem?* based on the book by Kobi Yamada.
- Read *What Do You Do With a Problem?* aloud.
- Ask students:
    - How did the child feel when he had a problem?
    - How do you feel when you have a problem?
    - Did the child's feelings change when he was trying to solve the problem?
    - Do your feelings ever change while you are trying to solve a problem?
- Explain that dancers use their bodies to show emotions and tell stories without words. In this activity, students will create a short dance using frozen poses called statues to show how emotions change when facing a problem.

Activity directions:

Step 1: Form groups

- Divide the class into small groups of 3–4 students.

Step 2: Create emotional statues

- Each group will select one emotion card. They will create three frozen statues that represent different emotions someone might feel when facing a problem.
- Examples of emotions could include:
    - worried
    - frustrated
    - determined
    - proud
    - excited
- Students should think about:
    - Body motions and gestures
    - Facial expression
    - Level (high, medium, low)
    - Energy (sharp, smooth, strong, light)

Step 3: Add movement transitions

- Next, each of the three students will create a statue with their body to connect with the emotion card they selected. This may look like a transition of movements/statues based on the selected emotion.
    - For example: **Proud**
    - Student 1: Focused (look of concentration/motivation)
    - Student 2: Accomplished (surprised look/smile)
    - Student 3: Pride (jumping for joy/arms up)
- Encourage students to consider:
    - How does the body move when an emotion changes?
    - Does the movement travel through space or stay in one place?
    - Is the movement fast, slow, smooth, or sharp?
- Student poses should show how emotions transform over time, similar to how the character in the story learns to face their problem.

Step 4: Performance - gallery walk

- Groups perform their dancing statues for the class.
- The audience watches carefully and tries to guess the emotions shown in each statue and movement transition.
- After each performance, discuss:
    - What movements helped you recognize the emotion?
    - How did the dancers show the change between feelings?

Conclusion:

- Share with students that dancers often tell stories and express emotions through movement by using poses and transitions.
- Say, When you attend the Inlet Dance Theater performance at the Gaillard Center, notice:
    - How dancers use gestures and body movements to express emotions
    - How movement changes when the character learns to face their problem

SC College and Career Ready Standards:

- D.CR NL.2.1 – I can create a simple movement sequence with a clear beginning and end.
- D.CR AH.1 – I can improvise to develop my own movement preferences to compose and evaluate artistic ideas and works.
- D.CR NH.1.2 – I can explore ideas through movement and explain my choices.
- ELA.AOR.1 - Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.