



Digital Design for English Language Learners: Dancing with a Mood

Students will use different angle types (e.g. linear pairs, complementary, supplementary or right angles), as they create dances with their bodies to achieve a desired mood. Then they will move towards creating a digital version of their dance in Choreo Graph.

Learning Goals

1. Students will observe various dance videos and use specific adjectives to describe the moods of the dance moves
2. Students will create a dance to achieve a specific mood using angles in [Choreo Graph](#).
3. Students will share their dance moves and talk about the angles they used as well as the moves and mood they were hoping to create.

Prep

The instructor should have foundational knowledge of [Choreo Graph app](#). This activity was adapted from [Angle Dance Moves with a Mood](#) and may be referenced for more information.

Materials

- Chart or pictures of right, obtuse, acute and straight and reflex angles.
- Large image of protractor with degrees.
- Dance videos to show students (access to internet or pre-downloaded).
- iPads with [Choreo Graph app](#).
- [Spanish English Picture Dictionary](#).

Key Vocabulary

- acute
- right
- obtuse
- straight
- complementary angles
- rotational angle
- pivot point

- adjectives to describe moods such as happy (joyful, energetic, ecstatic), sad or thoughtful (somber, serious, contemplative), or angry (furious, irritated)
- adjectives to describe dance moves (quick, fast, slow, energetic, graceful, smooth, fluid, gentle, choppy, tight, stomp)

Tip: Create a word wall with pictures and label them in multiple languages. This helps students visualize the meaning of unfamiliar words, as well as realize that the “cognates” are very helpful in understanding unknown words in a new language.

Getting Started

View dances for inspiration

- Show students two dance videos and discuss how they create a specific mood or multiple moods: [youtube.com/watch?v=0c6XDhdinJU](https://www.youtube.com/watch?v=0c6XDhdinJU), [youtube.com/watch?v=jpSzVO_oq7o](https://www.youtube.com/watch?v=jpSzVO_oq7o)
- Go through video(s) in slow motion, specifically to encourage students to notice the angles each dancer creates with their body. Have students talk about the differences in mood between the two videos and the angles used.



Tip: Allow time for your English Language Learners to synthesize information in words, pictures, and movements, engaging them in an ongoing process of making meaning. This fosters both the learning of content and English Language terms that go with it.

Listen to music for inspiration

Try to find music that is “happy” and/or familiar to the majority of students, that makes them want to move, or puts a smile on their face. This is especially fun if it’s music that would surprise the students (i.e. something that students wouldn’t think the educator would know of, for example: “Danza Kuduro” or “Despacito”).

Move your body!

- Ask students to stand up and move their body in a way that reflects a happy or energetic mood.
- Then have students try to move their body to show a sad, serious, or angry mood.
- Have students pair up. One partner will create a movement with their body that shows a specific mood. The other partner will guess the mood. Switch.

Going Deeper: Math Tools and Talk

Drawing upon some of the observed dances, share and discuss vocabulary words describing mood and movement. Have students repeat and demonstrate the various moods (energetic, somber, irritated, etc.) and moves (quick, graceful, smooth, choppy, etc.).

Guiding Question

- How can you use angles to create these moods in a dance sequence?
- How can different angles be used to create different moves?
- How will the moves create a specific mood?

Building off of the videos watched, have students describe and demonstrate what types of angles achieve certain effects, such as graceful, subtle, jerky movements, etc. For example, a student might demonstrate an obtuse angle with a movement that is graceful. Another student might provide an example using acute angles (formed with the elbow as the pivot point) and in a choppy movement to create an angry dance move.

Sentence Frames for Using Math Language

1. My dance uses _____ (adjective) moves.
2. To create this move, I use a/an _____ (type) angle.
3. This angle rotates to make a/an _____ (type) angle.
4. A straight angle is _____ degrees. It looks like a _____.
5. I created a rotational angle in my dance moves. It moved from a _____ angle into a _____ angle.

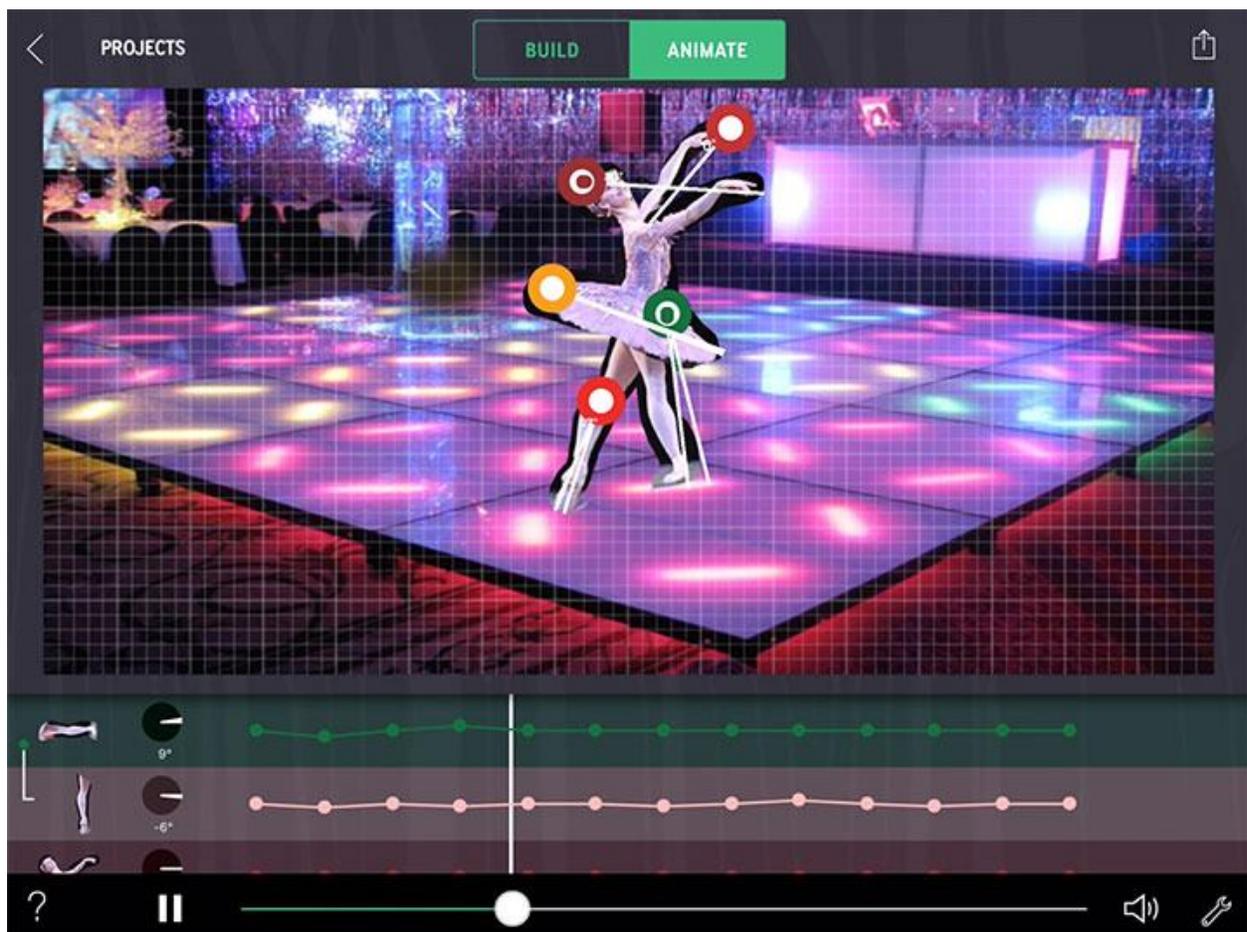
Tip: In addition to sentence frames, ensure that multiple modalities for getting to know a concept are being offered, such as illustrations, videos, manipulatives, real-life objects, physical activities, diagrams, drawings, pictures, demonstrations, and modeling. These strategies help learners make connections between their two languages, allowing them to better understand

how a process works or to acquire new knowledge. They are also appealing to any visual or auditory learner.

Digital Design in Choreo Graph

Dancing with a Mood

Students will create a simple dance in Choreo Graph with a specific mood in mind. They will try to create moves with specific angles and speeds of rotation to achieve a dance certain mood. Encourage students to use notebooks to write or sketch a plan of the moves, angles, and mood they are aiming for.



Tip: When appropriate in speaking with the students, use mathematical language to describe the angular moves of their dance and the mood they create. Encourage them to use this language when they share and present their projects.

Share and Present

Students will share their Dancing with a Mood! dances with the class. They will talk about the moves they made, while other students will try to guess what mood the student was aiming to

create and what angles they used. Students should use the Sentence Frames for Using Math Language to guide their presentation. In the event that the student does not want to present in front of the class because they might be shy about speaking in front of a group, they can choose to present their work with a partner. It is suggested that the partner go first then the newcomer afterward so that they can feel comfortable presenting their ideas.

Tip: Often newcomers are concerned about speaking in front of a group because they are aware that their command of English is not as strong as others. Encouragement is key. Through your actions and words, let them know that it is a judgment-free zone. Allow students to speak in their home language with a translator so others can benefit from their math and design ideas. If they feel they cannot come forward to speak in front of the class, their ideas can also be recorded by a partner and incorporated into the team's presentation.

Questions for Understanding

- Which types of angles did you enjoy using the most?
- What did you notice when you animated dances using different angles?
- Which angle-based dance moves looked the most realistic?
- Which angle-based dance moves created the mood you wanted? What types of angles did you use? Why?

Extend Your Learning

- Look at other dance videos to observe how dancers use angles to create a certain mood. Create a real-life dance and record it digitally. Use the key vocabulary learned to describe the dance moves, the angles used, and the mood.
- Look at videos of other sports (soccer, baseball, basketball, tennis) and notice how the athletes move their bodies to make different angles. Draw a picture of one athlete making a move and label the angles his or her body makes.