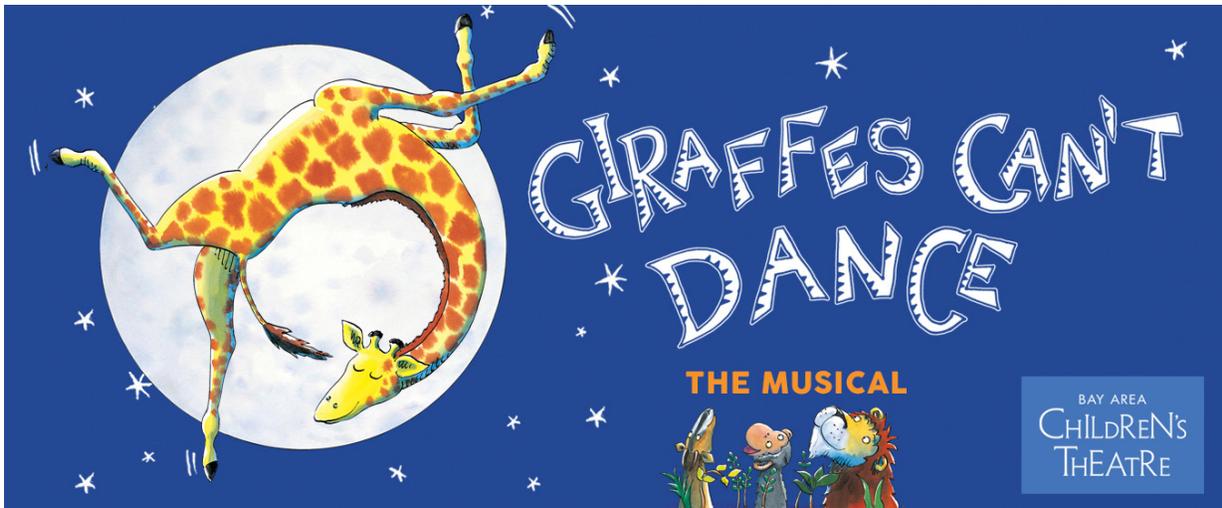




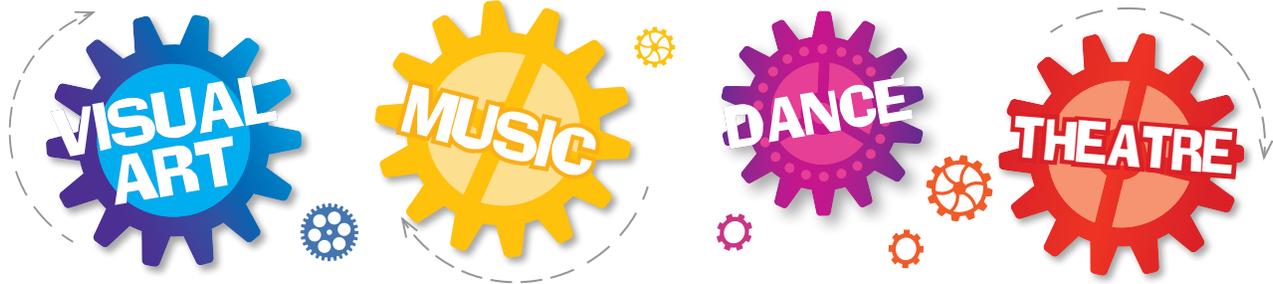
**ARTWORKS FOR SCHOOLTIME**

**2023-24 Learning Module Series 7**

to accompany the Van Wezel **Schooltime** Performance of



*Sponsored by Suzanne and David Arch*



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# LESSON 1

## GIRAFFES CAN DANCE! by Justin Gumlak



**GRADE LEVEL:** Kindergarten- 3rd Grade

### STANDARDS:

#### PREK

#### CREATIVE EXPRESSION

BtoK.4y-K.CE.1.1 Creative expression through the arts. Combines with intention a variety of open-ended, process-oriented, and diverse art materials.

#### BENCHMARK A.

#### LANGUAGE LEARNING

BtoK.4y-K.LL.2.1 Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.

#### KINDERGARTEN

#### DANCE

DA.K.O.3.1 Use movement to express a feeling, idea, or story.

#### LANGUAGE ARTS

ELA.K.R.3.3 Compare and contrast characters' experiences in stories.

#### GRADE 1

#### DANCE

DA.1.O.3.1 Create movement phrases to express a feeling, idea, or story.

### STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

**Today I will...**work in a whole group to express myself with my body while recreating a story through movement.

**I will know I am successful when...** I can dance differently to various kinds of music. I will be able to recall the characters of a story and re-tell the story using my body.

### GOALS:

Students will create their own dance in a collective environment in order to better understand a piece of literature.



#### LANGUAGE ARTS

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

#### GRADE 2

#### DANCE

DA.2.O.3.1 Use movement to interpret feelings, stories, pictures, and songs.

#### LANGUAGE ARTS

ELA.2.R.3.2 Retell a text to enhance comprehension.

#### GRADE 3

#### DANCE

DA.3.S.1.1 Create a movement to express feelings, images, and stories.

#### LANGUAGE ARTS

LA.3.R.2.2 Identify the central idea and explain how relevant details support that idea in a text.

Students will: express their personal style and uniqueness through movement. Students will complete an improvised dance of Gerald the giraffe as a clumsy dancer and then as the most inspired dancer anyone has ever seen! Students will discuss various characters in the story and experience a variety of music and dance forms.

## GUIDING QUESTIONS:

*"How are you inspired?"* What does the word inspiration mean? What makes YOUR heart sing? Have you ever stood up in front of the classroom to give a presentation? How did you feel?

---

## MATERIALS:

*Giraffes Can't Dance* book, and music

## MOTIVATION:

In full group, read *Giraffes Can't Dance* by Giles Andreae and Guy Parker-Rees.

## EXPLORATION/PROCEDURE:

Review with the children the various characters at the Jungle Dance. For each one, discuss the character's attributes and the style of dance they do. Encourage the students to dance to the sounds of the music in ways that feel connected.

**RHINOS:** Talk about Elvis and "Jailhouse Rock" for rock n' rolling rhinos (twisting, hopping and kicking, head bouncing, guitar soloing).

**LIONS:** Define the word elegant. Make the children roar like a lion, and then like an *elegant* lion. How is it different? Discuss tango (dancing alone, with one arm stretched out, carefully stepping to the beat of the music, focusing on strong bodies, quick switching of direction).

**CHIMPANZEES:** How do monkeys move? Cha-cha for chimps (following the music, sway R-L-R, then three quick stomps). Move first like a human, then do it like a monkey. Cha-cha around the room to the music.

**BABOONS:** Explain that the reel is dance from the country of Scotland, which is why it's called a Scottish Reel...and that it's done in a circle. Holding hands in a circle, bounce in place, R foot in then out/L foot in then out, walk in and out of the center of the circle, and walk around both directions, trying to walk to the beat of the music. Dancing a jig on your own in your personal circle.

## DEVELOPMENT:

Discuss the character of Gerald. Create the shape of a Giraffe using the book descriptors. Then make dance movement as that giraffe, first as an awkward giraffe in silence. Then review the moment that the cricket helped inspire Gerald by pointing out music that was beautiful. As you play beautiful music, show yourself as a beautiful giraffe dancer once the music starts. Side coaching (*"I see turns, leaps, different levels. I really see people being serious about this, making shapes and moves that are truly yours."*)

## CULMINATING:

Play "Sunlight" by Max Richter. Half the class shows their personal Giraffe dance piece while the other half watches. For those watching, ask, "What do you notice about these dances?" Switch.

**MUSIC:** "Jailhouse Rock" by Elvis Prestley, "La Cumparsita", "Se Escaparo" by Bombon, "Si Estas Aqui" by Watazu, "Foursome Reel" by The Auld Reekie Scottish Dance Band, and "Sunlight" by Max Richter



### PLAYLIST:

scan the code or visit:

<https://youtube.com/playlist?list=PLPAkIcW9633ws6WsuzuzYXmwOC-qffwLG>

## REFLECTION:

Choose your favorite dance we did today to move into line. Once all are in line, take three collective, long exhaled breaths. 3 min





# GIRAFFES CAN'T DANCE

by Kat Sjogren



## STANDARDS:

### PREK

**BtoK.4y-K.CE.1.1** Creative expression through the arts. Combines with intention a variety of open-ended, process-oriented and diverse art materials.

Benchmark a.

**BtoK.4y-K.LL.2.1** Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.

### KINDERGARTEN

**VA.K.S.1.2** Produce artwork influenced by personal decisions and ideas.

**ELA.K.C.2.1** Present information orally using complete sentences.

### GRADE: 1

**VA.1.S.1** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**ELA.1.C.1** Present information orally using complete sentences and appropriate volume.

### GRADE: 2

**VA.2.S.1** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**ELA.2.C.1** Present information orally using complete sentences and appropriate volume.

### GRADE 3

**VA.3.S.1** The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

**ELA.3.C.** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

## STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

**Today I will...** learn new skills by exploring various ways of expressing my uniqueness visually and verbally.

**I will know I am successful when...** I can create a unique oil pastel painting depicting mood and setting. I will explain choices I made while creating my artwork and how I felt about the process to my table partner or classmates.



## GOALS:

**Students will:** express their personal style and uniqueness through drawing and painting. Students will complete an oil pastel painting of Gerald or a giraffe friend dancing in a unique setting. Students will discuss their painting experience and explain their choices with a table partner or classmates.

## MATERIALS:

- ✿ Pencils (colored pencils optional)
- ✿ white copy paper cut in half
- ✿ Black Fine Tip Sharpie Markers
- ✿ Black, blue, or brown construction paper
- ✿ Oil pastels
- ✿ Giraffe template (**Attachment 1**).



## GUIDING QUESTIONS:

*“What can you not do yet?”* Is it easy to learn a new skill? Does it take time and practice to learn a new skill? Have you ever stood up in front of the classroom to give a presentation? How did you feel?

## SKILL BUILDING AND PROCEDURE FOR LESSON:

1/2 sheets of white copy paper, pencils and or colored pencils. Read the story aloud to the class. All the jungle animals have their own specialty dance except Gerald. Their bullying and teasing leave him feeling sad and bad about himself. Gerald needs a different song; once he finds his “song” it’s not long before he learns to dance. He embraces his uniqueness and “goes for it!”. What can you not do yet but would like to learn? Draw a picture of it. Write about it or discuss it with your table partner.

## MAIN ACTIVITY:

Gerald was so **INSPIRED** once he learned to dance that everyone in the jungle noticed him. He created a vibrant atmosphere just by dancing for pure **EXPRESSION!** His expression and body movements were very different than when he was being teased and bullied by the jungle animals. You are going to depict Gerald dancing confidently in a setting of your choice. You can use black paper if you want to make a nighttime scene, blue paper for daytime, or brown for an indoor setting. Using the template that only depicts Gerald’s head, neck, and body, place on the paper wherever you want, outline the template with your white or black oil pastel.

**NOTE:** leave enough room to draw the legs and tail.



You might even want to draw him upside down as if he is doing a flip! Make your painting expressive and unique. Your giraffe doesn't have to be specifically Gerald, it could be another giraffe friend. Add details: big smile, expressive eyes, sunglasses, jewelry, hat, visor, hoodie/sweater, tutu, shoes etc. After you have drawn your main character, draw the setting for the dancing scene. It could be daytime in the jungle, nighttime with a full moon and stars, or even in a dance hall. **Attachments 2, 3, and 4.**

**NOTE:** Make sure that you draw everything large because the oil pastels are large and it will be difficult to fill in tiny areas.

Using your oil pastels start to fill in your drawing with color. Oil pastels blend well so have fun coming up with unique color combinations. Remember to fill in the background as well.

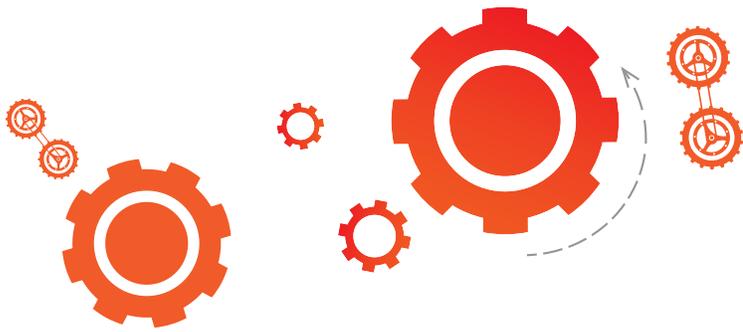
**NOTE:** Did you know that when you work with oil pastels it is considered painting? The only difference from conventional painting is that you don't use paint brushes.

## REFLECTION QUESTION: EXIT TICKET.

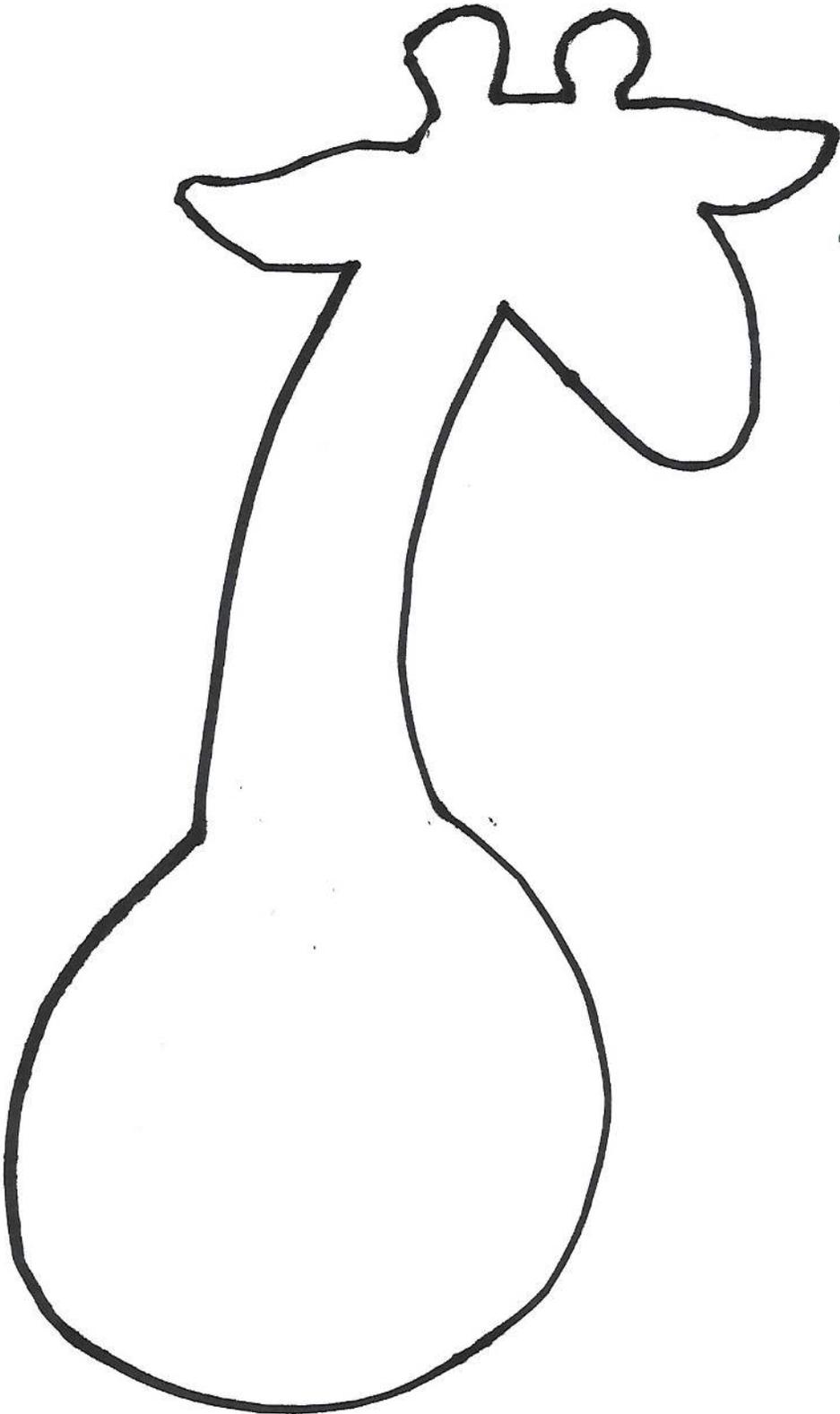
Table tour discussion of the paintings. Ask students to share their thoughts about the process of creating the painting and why they chose certain colors, the setting, etc. What makes their painting unique? Ask students who have never used oil pastels to describe their experience learning a new skill.

## EXTENSION PROJECT:

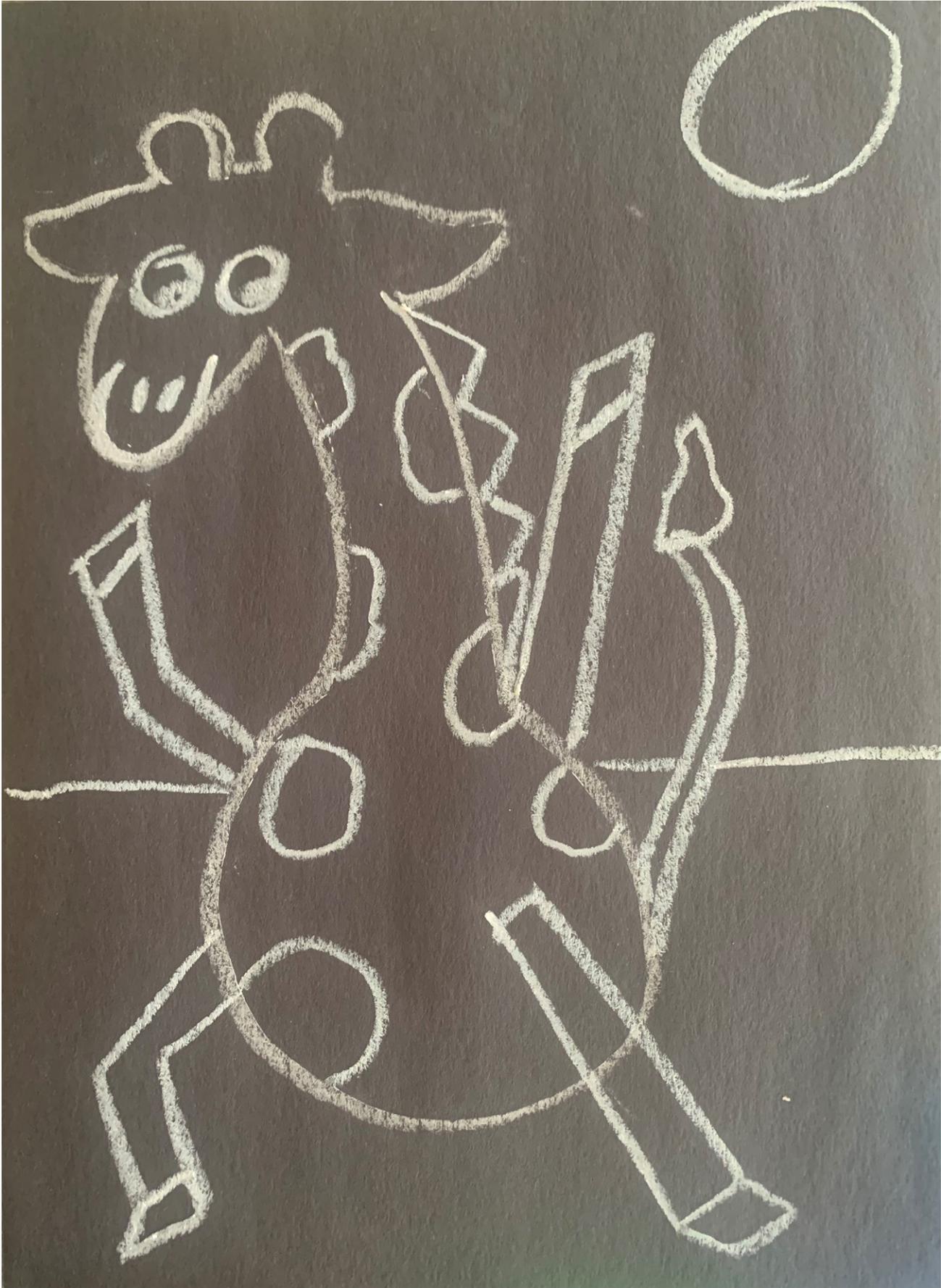
Draw a picture of a unique skill that you have already learned. "I am SPECIAL like Gerald the Giraffe because I like to (for example ride a unicycle or play the ukulele). Write about it or share your unique skill with your classmates.



**ATTACHMENT 1**  
**Giraffe Template**



**ATTACHMENT 2**



**ATTACHMENT 3**



# ATTACHMENT 4





# THE FEELINGS DANCE

by Deb Lombard



## STANDARDS:

### GRADE K

#### DANCE

**DA.K.O.3.1** Use movement to express a feeling, idea, or story.

#### LANGUAGE ARTS

**ELA.K.R.2.2** Identify the topic of multiple details in a text.

### GRADE 1

#### DANCE

**DA.1.O.3.1** Create movement phrases to express a feeling, idea, or story

#### LANGUAGE ARTS

**ELA.1.R.2.2** Identify the topic and relevant details in a text.

### GRADE 2

#### DANCE

**DA.2.O.3.1** Use movement to interpret feelings, stories, pictures, and songs.

## STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

**Today I will...** explore gestures/movements that represent how I am feeling today.

**I will know I am successful when...** I can create a short movement phrase that demonstrates an emotion or feeling.

## GOALS:

Students will:

- ✿ Identify what emotions they are feeling
- ✿ Identify details in a text that express a feeling
- ✿ Understand how emotions are connected to their actions
- ✿ Create a short movement phrase together with the class demonstrating an emotion/feeling



### LANGUAGE ARTS

**ELA.2.R.2.2** Identify the central idea and relevant details in a text.

### GRADE 3

#### DANCE

**DA.3.S.1.1** Create a movement to express feelings, images, and stories

#### LANGUAGE ARTS

**LA.3.R.2.2** Identify the central idea and explain how relevant details support that idea in a text.



## MATERIALS:

Open space for the students to safely move around in

## GUIDING QUESTIONS:

- ✿ Why does Gerald feel sad that he can't dance?
- ✿ Should Gerald feel sad?
- ✿ Is being a good dancer important?



## SKILL BUILDING AND PROCEDURE FOR LESSON:

### Activity 1: Exaggeration Circle

Remind the students that just like in the book, *Giraffes Can't Dance*, Gerald learns that everyone has their own special way of moving and he's his best when he's being himself... but Gerald had *many* emotions that day.

Using full-group ideas, make a list on the active board of the emotions/feelings that Gerald went through in the story. Add other emotions that are not in the book.

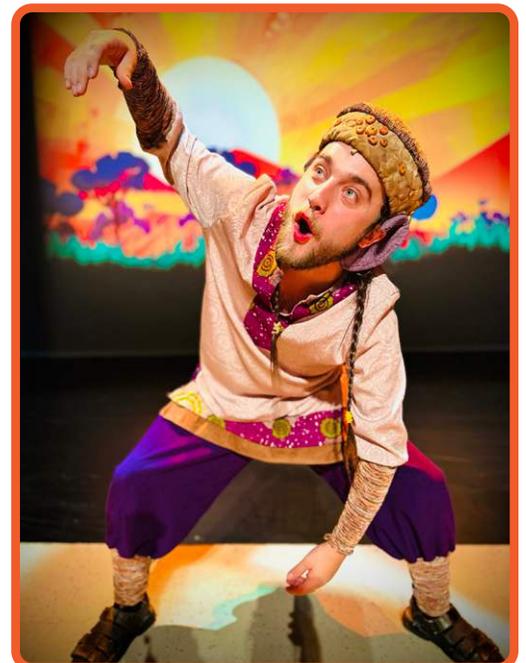
Have the whole group stand in a circle. Demonstrate by taking a step into the circle, saying your name, and showing us an emotion/feeling as big as you can without making a sound. If you can't think of one you can borrow one from the list. Have everyone repeat your name and movement.

## HOW TO PLAY

- ✿ The first person begins the circle rotation by saying his/her name while at the same time doing a movement that shows an emotion: My name is \_\_\_\_\_ and I am feeling \_\_\_\_\_.
- ✿ The whole group repeats back the name and movement.
- ✿ The next student says her/his name and does a movement of his/her own.
- ✿ Again, the whole group repeats back her name and movement.
- ✿ This call and response continues around the circle until everyone has had a turn.

### Ask:

- ✿ Did anyone use the same emotion you used?
- ✿ How was their movement different?



## MAIN ACTIVITY: Dance Your Feelings

Have students find their personal space in the room. Personal space means you are not too close to another person, piece of furniture, or wall. Tell them that we are going to explore Gerald's day and create a short dance to demonstrate his feelings.

**Let's start when Gerald is at the Jungle Dance. Here, he's feeling sad.**

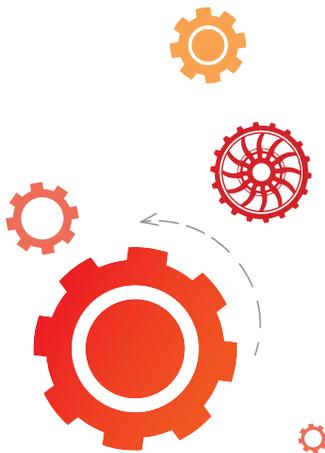
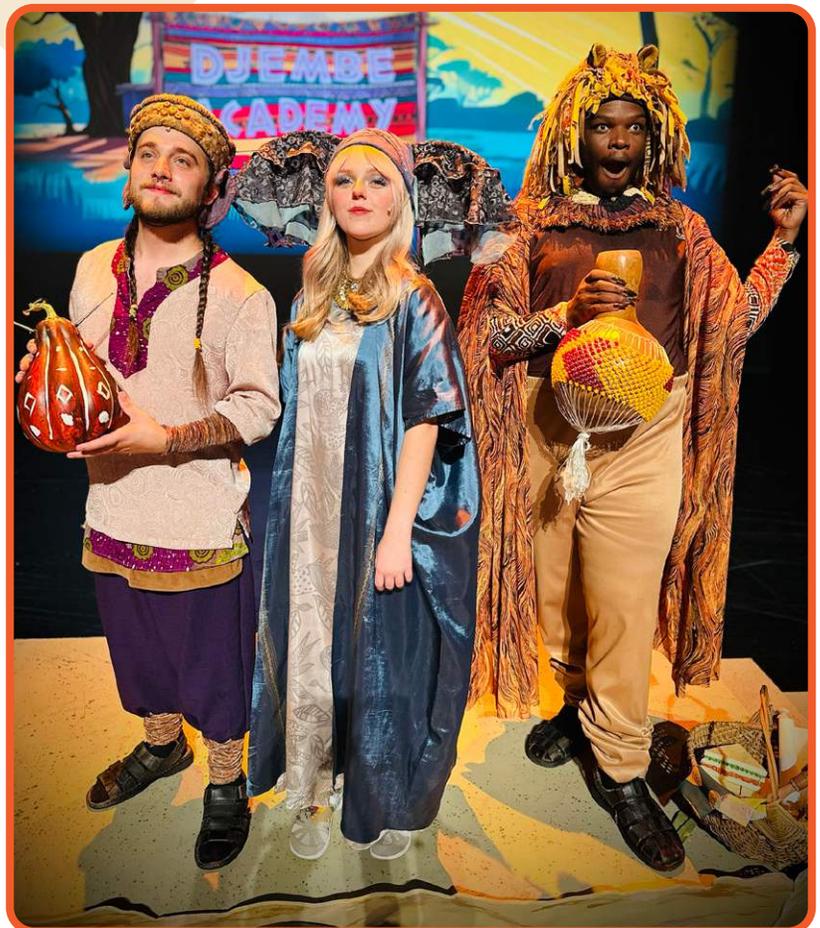
Demonstrate a short simple movement phrase that shows sadness. Have the students repeat it several times. Ask them if anyone has a movement they would like to share with the class. Add their action to your movement. Practice several times. Repeat this with 3-4 students. Optional: add music. (Attachment 1)

Continue this activity as you go through the rest of the story:

- ✿ **Hopeful:** He meets the cricket, and he plays a special song just for Gerald.
- ✿ **Happy:** He goes back to the Jungle Dance and does his own thing!

## REFLECTION QUESTIONS (Exit Ticket):

- ✿ Should the other animals make fun of Gerald for not being able to dance?
- ✿ Have you ever felt afraid to do something because others may laugh? What did you do?



# ATTACHMENT 1

## Music Suggestions

Scan the QR codes or visit the links below.



### **SAD MUSIC**

Castle on a Cloud (Les Misérables-instrumental)

<https://youtu.be/4r0iTpplTo4>



### **HOPEFUL MUSIC**

ET Theme Song

<https://youtu.be/O15x-B8PgeE>



### **HAPPY**

Monsters Inc Theme Song

<https://youtu.be/aMwSNDRP90o>

# Giraffe Ranch Presents FUN FACTS ABOUT GIRAFFES

## DID YOU KNOW?

- ✿ Giraffes only sleep 5-30 minutes a day.
- ✿ They have the second largest eye for their size (squid is the first).
- ✿ Their front legbone is a solid bone (for defensive kicking).
- ✿ Giraffes can see a mile away.
- ✿ Adult Giraffes are difficult to be captured.
- ✿ At a watering hole, their neck is too long for their legs, so giraffes have to drink with splayed legs.
- ✿ Even though they have such long necks, Giraffes have the same number of cervical vertebrae that we have (7!).
- ✿ Think of them as cow with a long neck. (4 stomachs, chew their cud). Giraffes primarily eat leaves from the acacia tree.
- ✿ A male giraffe is 18 feet tall.
- ✿ One of the few animals that can tip their heads back.
- ✿ 18-inch-long blue black tongue.
- ✿ Can browse (eat leaves) up to 20 feet.
- ✿ Acacia trees shapes are their shape because of the browsing.
- ✿ Collective noun: a TOWER of giraffe.



**BY RESERVATION ONLY/ ONLINE ONLY/ NO GROUP RATES**

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Scan the code or visit:  
[www.girafferanch.com](http://www.girafferanch.com)

