

Elk Grove Unified School District
Visual and Performing Arts Resources
Dance

Grade 1: Lesson 3

Title: Conga

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

- 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).
- 1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

Creative Expression

Creating, Performing, and Participating in Dance

- 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).
- 2.3 Create a short movement sequence with a beginning, a middle, and an end.
- 2.5 Imitate simple movement patterns.

Historical and Cultural Context

Understanding the Historical and Cultural Dimensions of Dance

- 3.1 Name and perform folk/traditional dances from other countries.
- 3.3 List commonalities among basic locomotor movements in dances from various countries.
- 3.4 Identify where and when people dance.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

Time: 30 minutes

Floor Plan: Inside or outside area, general space and self-space with marked boundaries.

Materials Needed:

- Stop/Go signal
- Chalk for self-space and/or boundaries
- Music (*Conga* or *Rhythm is Gonna Get You*, by Gloria Estefan, *Cuban Pete*, *Mask* soundtrack)

Purpose:

The purpose of this lesson is to expose students to traditional Latin American dancing and Latin American rhythm music. Students will also learn to work as a team to execute a series of dance steps to music.

Background:

It is assumed that students have little or no background in Latin American dance. Students may have heard Latin American beat in modern music.

Key Questions:

- Can the students follow/verbalize steps?
- Can the students execute steps together?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Today we are going to learn a traditional Latin American dance called the Conga.</p>	<p>How are you making your purpose clear to the students? Have the students ever heard of the Conga or seen it performed?</p>
<p>2 Engage students Some Latin American music has a unique sound. It has four steady beats with the last beat accented. Listen. (Clap it aloud: 3 claps, 1 beat with both hands in the air, raised above the head, hands apart to show them the rhythm.) Have the students copy and practice. Then listen to music and repeat.</p>	<p>How can I effectively get the students interested in the content of the lesson? By playing traditional Latin American music and/or having students see something on video, bringing in a traditional dress, etc. Things that they can touch or see is always helpful in reaching the visual learners.</p>
<p>3 Learning Sequence Now we're are going to dance this beat. Watch. Demonstrate three steps forward, one step out, repeat. Have students copy in their self-space.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? The Conga is a traditional dance with a very distinctive rhythm.</p>
<p>4 Assessment You will be listening for accurate rhythms and style in the students. Are they dynamic, having fun with the dance, or are they humming through it.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Ask the students what the name of the dance is. From where does it originate? How many counts does it have? Are they keeping on the beat? Are they accenting the last beat?</p>

Actual Lesson Sequence

1. Have the music playing while students enter the area, or from the classroom, turn on traditional Latin American music.
2. *Who listens to this style of music? Do you listen to it at home? Who has never heard music in a different language? Where have you heard music like this? Don't be surprised if they say Mexican food restaurants for those that do not listen to this style at home.*

3. *Today we are going to learn a traditional Latin American dance call the “Conga.” Has anyone heard of the Conga? (Wait for answers, limit the stories.) Let’s get started. When I say “Go,” I would like for you to quietly move in general space and begin skipping. When the music changes, I will give you a new locomotor move to do. Ready, “Go.” (You may change up to gallop, walk backwards, walk forward quickly, skip, slide, etc.)*
4. *Use stop signal and praise the first three that stop, look, and listen. Here we go everyone. Today we are going to learn the Conga. This dance emphasized rhythm, as well as walking and changing directions. I would like you to get into two lines, resting your hands on the shoulders of the person directly in front of you. You have ten seconds. Ready, Go.*
5. *Wonderful! We are going to start on your right foot and everyone walk together. Take three steps forward and then kick with the left foot. Take three steps and kick the right foot. Take three steps then kick the left foot. Step, step, step, kick. Yeah, you’re getting it. When I beat the stop signal everyone turn around and go in the opposite direction. (Give them a minute to get into the dance and the rhythm. Make sure they do not kick anyone.)*
6. *I am really liking what I am seeing. I think that we should try this dance to music. Let’s see these two Conga lines in action. Make sure that your lines don’t hit each other and your grip on each other’s shoulders is loose. Let me see your lines move all over the general space. “Go.” (Play either *The Rhythm is Gonna Get You* or *Cuban Pete* from the Mask soundtrack.) If you don’t have music, you can clap a fast steady beat.*
7. *Super job everyone. Conga to a circle on the floor.*

Closure:

What is the name of our dance we did today? (Conga) From where does the dance originate? (Latin America) Thank you for your good listening skills.

Other Considerations:

- Have the students listen to the music first. Let them clap the beats, then have them clap the beats while you count the music. Last, have them clap the beats while they say the counts.