

**Elk Grove Unified School District  
Visual and Performing Arts Resources  
Dance**

**Grade 3: Lesson 2**

**Title: The Beat Goes On**

**Standards Addressed**

**Artistic Perception**

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

- 1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).
- 1.2 Demonstrate the ability to start, change, and stop movement.
- 1.3. Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).

**Creative Expression**

*Creating, Performing, and Participating in Dance*

- 2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.

**Time:** 25 minutes

**Floor Plan:** A regular classroom setting, with desks cleared for plenty of general space or outside with clearly marked boundaries.

**Materials Needed:**

- Stop/Go signal
- Cassette or CD player
- Small drum, or anything that will make a similar sound (you could even just clap out rhythms)
- Different music samples

**Purpose:**

The purpose of this lesson is to enhance expressive movement related to rhythm, tempo, and basic locomotor skills. Students will be encouraged to move based on their interpretations of the beat.

**Background:**

It is assumed that students have prior knowledge regarding beat and tempo (hard, soft, fast, slow, even and uneven rhythm) and have a basic knowledge of locomotor skills (walk, gallop, slide, etc.).

**Key Questions:**

Can the students recognize differences in beat and tempo?

Can the student move to that beat?

Can the students choose movements that are appropriate interpretations of the beat and tempo?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<b>1 Set up purpose/goals</b> Explain to the students that they will be listening and moving to different beats played on a drum or clapped out. They will be choosing movements that “go with” the beat or the tempo they hear.	<b>How are you making your purpose clear to the students?</b> Link to a real job: Choreographers do the same thing—listen to music and rhythms to decide on appropriate movements.
<b>2 Engage students</b> Brainstorm different beats (hard, soft, even rhythms, uneven rhythms) and different tempos (fast, slow, fluid, sharp). Also brainstorm possible movements to accompany each beat/tempo.	<b>How can I effectively get the students interested in the content of the lesson?</b> Show/demonstrate a variety of rhythm instruments, music samples.
<b>3 Learning Sequence</b> a) Brainstorm and model possible movements. b) Allow students to explore movements. c) Closure and discussion.	<b>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</b> Dance involves movement to different beats and tempos.
<b>4 Assessment</b> Embedded into the lesson/teacher observation.	<b>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</b> Do the students understand the difference between beat and tempo? Can they name the different kinds of each? See vocabulary list for your clarification.

### Actual Lesson Sequence

1. *Hello class, today we are going to have an opportunity to practice recognizing beats and tempos. We will be working on moving to the beat of a drum at the tempo that the beat is being played. First let's review beat and tempo.* Brainstorm—outlined in table above.
2. *Great, now let's take our beats, tempos, and movements and practice them.* Allow students to decide how to move, based on their interpretations of the beat and tempo. Make sure to do some in self-space and some that travel in general space. Here are some suggestions:
  - \* Beat the drum (or clap) in an even four-count rhythm.
  - \* Tap the drum (or clap) lightly in an even four-count rhythm.
  - \* Beat the drum (or clap) heavily in an even four-count rhythm.
  - \* Combine light and heavy beats in both slow and fast tempos.
  - \* Uneven beat.
  - \* Fast beat.
  - \* Slow beat.
  - \* Make quick, angular movements with arms and legs on each beat in a four-count rhythm.
  - \* Move to the beat of the drum in various ways (heel walking, toe walking, sidestepping, march steps, crawl movements, etc.).
3. Make sure that you encourage students to be creative. They can use high, middle, and low levels, use arm movements, facial expressions, whatever the beat and tempo “say” to them. Validate all interpretations.

**Closure:**

Bring the class back to the listening area or the classroom seats. Begin a discussion by asking questions about the dancing and how the beats and tempos made them feel. Ask students what was easy and what was difficult about deciding on movements. Allow students to express their feelings and what they learned about movement and dance. Ask them how they could use this in the future (choreography, good exercise, audiences may enjoy watching a dance based on these movements, etc.).

**Other Considerations:**

- Special Needs: Adjust the lesson according to the student's abilities.