

Elk Grove Unified School District
Visual and Performing Arts Resources
Dance

Grade 5: Lesson 4

Title: Patriotic Songs

Standards Addressed

Artistic Perception

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

- 1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.
- 1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.
- 1.4 Incorporate the principles of variety, contrast, and unity in dance studies.

Creative Expression

Creating, Performing, and Participating in Dance

- 2.2 Invent multiple possibilities to solve a given movement problem and analyze the problem solving strategies and solutions.
- 2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.
- 2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

Aesthetic Valuing

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

- 4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

Connections, Relationships, Applications

Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

- 5.4 Demonstrate social skills that enable them to be the leaders/teachers and followers/learners.

Time: 30minutes

Floor Plan: A regular classroom setting with desks cleared out of the way for plenty of general space or a stage area.

Materials Needed:

- Words and music to a patriotic song (Grand “Ole Flag, This Land is Your Land, America the Beautiful, etc.) (optional)
- Cassette/CD player (optional)

Purpose:

The purpose of this lesson is to have the students choreograph and share a portion of a traditional American patriotic song. The portions will then be put together to create a “class dance.” This dance study can then be further refined for a performance.

Background:

It is assumed the students have heard one or more of the patriotic songs and have worked in groups before. It is also assumed they have a basic working knowledge of beginner dance steps (slide, cross-over steps, movement levels, etc.)

Key Questions:

Is there variety in movement and levels (within each group)?

Are the selected movements appropriate to the song and tempo (are they in time with the counts)?

Can the students within each group work together and perform their piece together?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Let students know that their job today will be to become choreographers for a musical theater piece. They will be using a song from American history as their inspiration.</p>	<p>How are you making your purpose clear to the students? Explain any new or difficult vocabulary (e.g., choreography, musical theater).</p>
<p>2 Engage students Review and practice the song so that students have the melody and tempo. Discuss possible movements that would be appropriate.</p>	<p>How can I effectively get the students interested in the content of the lesson? Allow the students to practice the song a few times. You may need to discuss what time period this song comes from, the lyrics, and the emotions behind it.</p>
<p>3 Learning Sequence a) Review and practice song. b) Group work. c) Sharing and discussing of product. d) Refining dance. e) Putting it together for class dance.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Choreography is a collaboration of ideas, and adjustments are made through compromise and working together. You will need to be ready to monitor and facilitate groups and help with movement problems they may be having.</p>
<p>4 Assessment Embedded into the lesson/teacher observation and group performances. Video tape performances if possible.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Reflect on lesson through discussion and practice of necessary skills. Extend if there is time or on another day. Use video for evidence of product, support of standards, and to fuel class discussions. Are groups working together, contributing, and working out dance problems?</p>

Actual Lesson Sequence

1. *Today we are going to have an opportunity to explore the world of choreography and musical theater. In musical theater, performers not only dance, but they sing as well. These songs and dances are placed in appropriate breaks in the speaking parts and help to explain and move the story along. Today we are going to take a song and choreograph some dance*

steps to it to create our own musical theater piece. First let's practice the song. Introduce the chosen song or give students the opportunity to choose. Take time now to teach/review/practice the song with the words and music.

2. *Now we are ready to choreograph. Just like writing, there is a process. In the writing process we start with brainstorming and prewriting and we are going to do a similar activity. Let's first brainstorm some of the dance moves that came to mind as you listened to and sang the song. Allow for student responses. Model and clarify dance steps as needed.*
3. *Now we will start our prewriting and drafting phases. I am going to break you into groups of eight or nine (depending on class size) and I will give you your verse or the chorus of the song. You will need to work together to choreograph a dance sequence to your section of the song. You will need to be ready to perform your piece after about 10-15 minutes. Remember, your dance should have varied movements and levels and should move through different staging formations (not just in self-space—travel). Everyone needs to participate in some way. You may use the movements we brainstormed, or as a group come up with some of your own. You may want to write these expectations on the board so that the students can reference them. Also, either distribute the words for each group's portion to them or have them on an overhead transparency. It is important that they have a strong grasp on the song before they begin to choreograph because it will be too difficult to provide each group with a recording of their section's music and a player. Once they get started, facilitate and monitor groups, offering assistance where needed.*
4. After about 10-15 minutes, have each group perform while the other groups serve as the audience. Remind them that each group is performing their rough-draft and that mistakes at this point are alright. After each performance, have the audience offer positive, constructive criticism. (One idea: two positive comments, one suggestion for improvement) After everyone has performed, give the groups 5-10 minutes more to make any changes (editing, revising) based on the feedback given to them.
5. Have the groups perform again, this time without stopping the music between groups, so that it creates a "class dance." You can have each group in their ready positions, almost in a U-shape all around the room. The teacher will be the only official audience at this point. Repeat the performance if necessary.

Closure:

Bring the class back to the listening area or the classroom seats. Begin a discussion by first praising them for their experience with choreography. Have the students give feedback as to what the experience was like. What was difficult about the process, what was easy? Would there be anything to change? What did they really like? Also let the students know that the next step would be further refining it until they could "publish" (perform) it in front of a "real" audience.

Other Considerations:

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

Extensions:

- Have each group teach the rest of the class their section.
- Work on combining all four sections so that all the students can perform the song/dance as a class. Transitions and changes (possibly major) will have to be worked out. This would be a longer, but very rewarding, process.