**Lesson Title:** India’s Dance Express

**Content Area and Arts discipline:** K-4 Content standard 3: Understanding dance as a way to create and communicate meaning.

**Grade Level:** 4th Grade

**Proposed Time Frame:** 11:00- 11:50 a.m.

**Room Requirements and Arrangement:** Open space in the classroom.

**Materials/ Equipments:** Speakers with an auxiliary chord or a CD player.

**Date Lesson Created:** November 2015

**Lesson Authors:** De’Ja Evans, Kaylin Wilson

**Learning Objectives**

**Cognitive:** The student will be able to identify certain gestures from the Bharatanatiam, a style of the Classical Indian Dance Form.

**psychomotor:** The student will be able to demonstrate the Bharatanatiam gestures of the hands, arms,feet, and eyes.

**Affective:** The student will learn to respect other cultures and each other during performances.

**Procedures**

***Affective Hook:*** “Who knows how to Whip and the nae nae? Who has seen river dancing? Just like we have popular dances and regional/cultural dances, so does India. India’s popular dances referred to as a Bollywood dance form and their regional/ cultural dances are referred to as Classical Indian dance forms. The classical Indian dances were originally performed in temples to appease their gods and goddesses. It was not really widely danced out side of temples until the mid twentieth century. Today we will allow the Bharatanatiam to guid us through India’s Dance Express!”

***Relevance:*** “You must have a world view to be a well rounded individual, and this will begin to enlighten the student.”

***Introduction of Concept and Warm Up:*** “There are seven different dance styles within the Classical Indian Dance form. The one we will focus on today is the Bharatnatyam style. It originated in Tamilnadu in Southern India. It is vibrant, energetic, requires much stamina and strength. So let’s get started warming up.”

* “begin with eyes in Sama, still eyes. Then slowly move them through Pralokita, side to side. Then Ulokita, up, then Avalokita. Repeat this sequence three times.”
* do three neck rolls left and right
* Two shoulder rolls front, let arms rise to second, right arm rolls up, then left arm, and shake arms down, double bounce in plié and repeat. Repeat sequence with the shoulders rolling back.
* wrists roll outward while rising above the head and then inward while descending to your sides
* Various hand gestures Kapota (hands cupping), Pataka ( flat hand facing forward), Mayura (fourth finger to thumb), Swastica (crossing hands), and Anjali hands flat together.
* while hands are still in Anjali, in first position double bounce in plié, relevé, plié, stand and repeat in second position
* Plié then tatta, means tap, right and left foot, stand, and then repeat.
* Plié and tatta right then Natta, stretch, repeat left, and stand.

***Investigation of Concept:*** Have the students get into even lines on the side of the room and teach an across the floor pattern using gestures and movement from the warm up.

* “Start standing in first position and chassé out into a deep second , with arms swinging down and up from Anjali, repeat
* Then Natta, tatta right then left and repeat whole phrase until reaching the other side of the dancing space.
* The last time they go across the floor add on the Vishara, a gesture where you start in Mayura and you extend one arm and spay the fingers into a fan, after the Tatta to the left gesturing to the left and right .

***Identification, Review, & Discussion: Two Line Tatta***

Split the students into two even teams and have them stand in two lines. Stand in front of them and do a gesture. Whoever guesses it first gets a point, and the team with the most points wins. “Do you see how important it is to know the names of the movements? If you don't know what it is you can’t do the dances. Let’s try again!”

***Development of Concept: Name that Gesture***

“Now that we know the name of each gesture, what that gesture is, and how to properly execute the gesture, lets play a game to see how fast we can think of them!” I will call out a name and you guys make the gesture. We will start off slow then increase in speed. You guys have the job of keeping up with how fast I call out word. Ultimately, these series of gestures will become a dance, demonstrating how we can put together the Indian technique we have learned today!

* Natta, tatta with the arms in Vashara to the right and left
* Anjali, Pataka with the right hand Anjali, Pataka with the left hand.
* “Make your hands move your eyes Ulokita, Avalokita, and then Pralokita”
* Chassé right tatta, chassé left tatta

***Culmination of Concept: Bharatanatiam Ready***

At this time the students will learn two eight counts of a new phrase, and put it with the phrase that was done in the “Name That Geatsure” game. They will then perform it for their peers. The group that won earlier in the lesson will get to choose whether or not they would like to go first or second.

* Rock right,left, right, left with hands in Anjali and eyes doing Pralokita.
* push hands upward right then left
* Hop to first position plié and hands in Mayura, to Vashara right then left, then do two hops.
* Natta, tatta with the arms in Vashara to the right and left
* Anjali, Pataka with the right hand Anjali, Pataka with the left hand.
* “Make your hands move your eyes Ulokita, Avalokita, and then Pralokita”
* Chassé right tatta, chassé left tatta

***Closure***

“Today we learned about Classical Indian dances, specifically the Bharatanatiam. Can anyone tell three of the gestures that we taught today?” At this time I will pick on three students to answer my question. “Learning about other cultures is cool because it teaches you about your own, and through that experinece you gain respect for the world around you. So continue to grow and learn about other cultures!”

*DED 360 (Methods in Dance Education) students created a series of cultural dance classes that had a specific research focus of sharing terminology and steps unique to the dance style/form. These four classes were taught to K-6th students at the after-school program “SMARTSpace” (part of the Hattiesburg Arts Council’s programming), were shared again with 6th – 8th grade students at Burger Middle School, and were finally presented to K12 Classroom Teachers (excerpts of the four cultural dance lessons only) at the 2014 MAAPHERD Conference (selected through application).*

**2015 MAHPHERD Annual Convention Program Proposal: DANCE**

**Title:** *World Dance in the Classroom*

**Presenters:**  Dance Education Licensure Students (13 total), USM Department of Dance

**Advisor:** Julie White, DED 360 Instructor & Director of Dance Education

**Submission Date:** Friday, August 21, 2015

**Abstract**

This seminar will share movement from three distinct world dances, including supporting musical, cultural, and on-line resources, for immediate use in the K12 classroom.

**Summary of Program**

Seminar participants will learn three distinct world dances in this 50 minute session. Steps will be taught and the most teaching strategies shared for how to effectively lead students in each. Supporting musical, cultural, and on-line resources will also be distributed. These USM students are enrolled in a dance education methodology class which focuses, among other things, on the many ways standards-based dance can be shared in the classroom, with students and teachers alike. Suggestions for how to independently research and instruct world dance styles will also be discussed.