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| **Lesson Plan:** “How Many More Like to Dance?” | **Room Requirements & Arrangement:** Open space (if desk or chairs are in the way, these are to be moved to the walls of the room to create open space) |
| **Content Area & Arts Discipline:**  Math and Dance |  |
| **Overview of the Lesson:**  Review bar graphs to represent “how many more” and “how many less” students prefer and/or perform given movements and cultural world dances (3.MD.B.3). | **Materials/Equipment:** CD, boombox, world globe, pictures of world dances, two bar graphs to fill in during instruction, markers, elements chart (for reference), www.fitorafeast.com/dance  **School:** Pierce Elementary School, Tupelo, MS |
| **Grade Level:** 3rd Grade | **Date Lesson Created:** March 2015 |
| **Proposed Time Frame:** 60 minutes | **Lesson Author:** Julie White |

**Big Ideas & Learning Objectives**

1. The student will review the process of graphing information using pictographs and bar graphs.
2. The student will clearly demonstrate the dance elements of body parts vs. whole body, big vs. small, slow vs. fast, and low/medium/high levels in movement. They will also document the number of times each thing occurred and graph this information correctly (pictograph).
3. The student will respectfully and enthusiastically learn and perform dances from three different world cultures. They will also document the number of classmates who prefer each one and graph this information correctly (bar graph).

**Procedures**

***Affective Hook*:** Raise your hand if you love to travel. Raise your hand if you have been outside the US yet? Seeing the world is a great thing to do in life because it lets you see and experience things that are very different from you and the world you live in. Raise your hand if you plan to travel the world someday. Great. Let’s take a minute to figure out how many more of us will go someday vs. how many have already gone. We will be doing two things today: learning dances from different world cultures and using pictographs and bar graphs to chart what we learn about our preferences and these dances along the way.

***Relevance*:** It is important to know and appreciate world cultures, and specifically the dances that represent these populations so that we don’t just tolerate diversity but celebrate it – in others but also within ourselves. It is also important to understand how to use pictographs and bar graphs to organize, record, and compare and contrast information on any given subject (in this lesson, movement). Having this “tool” allows us to know more about something because we are able to reference other things in our efforts to understand it more fully.

***Introduction of Participation Expectations:*** *This is a special kind of class. You need to give me your full attention and do your best to watch me as I teach. In a movement class, you follow-the-leader and what you see me do as much as you listen to what I am saying and follow spoken directions. You also want to be spatially aware and respectful of those around you. Keep your body to yourself and stay safe in your movement above all else. Finally, we have a special “cue” for attention in class because we are moving a lot (model call-and-response and have students practice it several times). Any questions? Now we are ready to go.*

***Warm-up*: *BrainDance***

Follow my lead but feel free to explore. We will be moving in all different kinds of ways in the warm-up. Do your best to do everything clearly. We will do the warm-up in place.

* Breath
* Tactile
* Core/Distal
* Head/Tail
* Upper/Lower
* Right/Left
* Cross Lateral
* Vestibular

***Discussion:*** *During the warm-up, the teacher will vary the way movements are done in terms of whole body vs. body parts, big vs. small movement, fast vs. slow movement, and low/medium/high movement. She will explain that in today’s lesson students will be traveling around the world and learning the dances of different countries. The movement of the warm-up shared many of these movements. At the end of class, students will be asked to identify what world dance utilizes what dance elements, thus a deeper exploration of key elements follows.*

***Activity One (Introduction of Movement Concept): Dance Elements for Identification/Experience***

**Dividing the Room: Body Part/Whole Body**

The teacher will ask the students to stay seated in their place, but split the room in half and ask them to face one another. She will then lead students through a simple improvisation where students creatively explore three action/non-locomotor movements of shake, bounce, and swing. She will have half the room do the movement in one body part (student’s choice) and half the room do it using their whole body and alternate roles to try all.

* Shake: body part (1) and whole body (2)
* Bounce: body part (2) and whole body (1)
* Swing: body part (all) and whole body (all)

**Dividing the Body: Fast/Slow**

The students will be asked to stand in their personal space and will be given new movements:

* Poke
* Roll

They will try each word in their upper body, then the lower. The teacher will encourage “creative interpretations” of each (going beyond the literal) and will point these out when they occur. She will then ask students to try each thing fast and slow, in the upper and lower bodies separately and then combined (whole body moving). Finally, she will ask students to try different speeds in the upper and lower bodies (polyrhythmic).

**Dancing with a Partner: Big/Small**

The students will be asked to find a partner. They will then be directed to be “sculptor” and “clay” where the sculptor “moves and manipulates” the clay into a shape that is as big as possible. Partners will switch and then repeat this process creating a small shape (again switching to attempt all tasks). Approximately 30 seconds will be given to the sculptor to make a “statue.” Once this has occurred, the sculptors will be directed to “step back” and become “museum patrons” and look at the art in the museum. They will also be asked to select their favorite shape and be able to tell their peers why they love it. Sculptures will stay frozen until the “museum visit” is done.

**Dancing in General Space: High/Medium/Low**

Each student will receive a piece of construction paper. On each piece of paper, will be written either an H, an M, or a L. These letter represent the three different levels in dance. The teacher will briefly lead students in quick improvisation with levels to ensure they understand the difference between each (in place), and then distribute the pieces of paper. She will ask students to move at their assigned level while the music is playing.

***Activity Two (Review of Academic Concept): Using a Bar Graph to Record Levels***

The teacher will ask students to trade pieces of paper to try another level and ask half the room to dance at the same time (one group performing, one group observing). The teacher will then ask students to hold up their level cards and she will count how many students danced at each level and graph these. Finally, she will ask students “how many more, how many less” students danced at each level, checking in on student understanding of interpreting this information and academic concept. Another option (time and space allowing) is to have students make a “human bar graph” with the horizontal and vertical lines taped out on the floor. Students can then see a physical representation of the numbers on the graph, along with a visual one. If appropriate, the teacher will ask more challenging questions about comparisons (i.e. how many girls, how many boys, at each level).

***Activity Three (Development of Movement Concepts): Dancing Around the World***

The teacher will present students with a world globe and ask them to identify it. She will tell them that they are about to travel around the world and learn three dances from three different continents. She will ask them to think about and mentally note (for discussion afterwards) how the movement from each is similar or different to the others as they go. The teacher will take a moment to explain the importance of participating respectfully when learning cultural material of any kind. Finally, the teacher will briefly contextualize each dance within the country and culture (its purpose in the larger society, costuming, music, etc.) to help students understand its function and its characteristics better.

* **Africa: Ghana “Masai” Dance**

***Music:*** *African drum music by Tigger Benford*

***Movement:*** Students will be taught the “Masai jump” and will do try it altogether at first, but

then will form a small group circle (6-8 students) and take turns jumping one-at-a-time in the

center.

* **South America: Salsa Dance**

***Music:*** *Salsa music by N’Klabe*

***Movement:*** Students will be taught the basic salsa dance step and then perform this facing a

partner.

* **Europe: German Slap Dance**

***Music:*** *silence (students make their own rhythmic accompaniment with movement)*

***Movement:*** Students will be taught a simple sequence of slaps, claps, and steps (8 counts total)

that are repeated twice and followed by 16 counts of skipping throughout the space. This will

be done twice in a row. If appropriate, students can perform this faster (double time).

***Activity Four (Culmination of Combined Academic and Movement Concepts): Using a Bar Graph To Record Preferences and Analyze/Compare World Dances***

The teacher will ask for a student volunteer to count student “preferences” for the different world dances (i.e. who liked the salsa the best? Raise your hand high!) and another to draw these numbers on a bar graph. After this information has been recorded, the teacher will call on more student volunteers to answer comparative questions regarding the graph. The teacher will then ask the class to identify (using the movement elements learned before) and analyze the movement of each dance, referencing the “Elements Chart” during this discussion (making options/choices clear to students). She will do this for all three dances and have flashcards with options listed for students to reference. The information will be as follows for the dances:

* Africa: whole body, slow, big, high level
* Latin America: whole body, fast, small, medium level
* Europe: body parts, slow, big, low level

***Differentiated Learning for Culminating Activity***

* *Below Grade Level: Participates in culminating exercise with enthusiasm and interest.*
* *On Grade Level: Volunteers during the culminating exercise (either through demonstration, answering a question, or analysis discussion.*
* *Above Grade Level: Serves as a leader during the culminating exercise.*

***Closure***

Today we reviewed bar graphs and used them to analyze not only our own movement preferences but how different world dances are the same and different from one another based on the dance elements we learned. The teacher will thank students for their efforts and creativity and ask them to dance a movement from their favorite world dance one last time before dismissal. Students will be thanked for their efforts and enthusiasm during class.