

EDG 4930 Global Education Lesson plan:

Topic: Project Wanimajamu 2022 - Gainesville Intro to West African Dance & Music Larger Unit (If applicable): Music Course/Training Title: Teaching Artist Project = Intro to West African Dance and Music	Grade Level (6th-8th) – Community Teaching Artist Project	Duration of Unit/Module: Weeks (This is Week two of a 2 week lesson) Technology Tools: <ul style="list-style-type: none">• Computer• Google Slides• Students will submit their responses on a survey - assessment• Kahoot (vocab) assessment
<u>Learning Objectives:</u> <ul style="list-style-type: none">• Students will know how to appreciate traditional West African music and dance forms• Students will be able to express themselves through the body kinesthetically through West African dance forms• Students will learning basic introduction to traditional Contemporary African Dance Forms, important historical contexts, and the connections between merging art mediums.• Students will know how to appreciate the historical/ musical context of Afro-Contemporary dance forms.• Students will be able to express comprehension and retention of basic polyrhythmic counts and rhythms through the body and through sound, physical, and visual stimulation.• Students will appreciate learning basic introduction to Traditional musical art forms/instruments and historical contexts. <u>Standards:</u> DA.68.H.3.2 Compare elements and principles of composition with elements and principles of other art forms. DA.68.H.1.1		

Identify and execute characteristic rhythms in dances representing one or more cultures.

MU.68.H.1.1

Describe the functions of music from various cultures and time periods.

MU.68.H.3.1

Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

MU.68.C.1.3

Identify, aurally, instrumental styles and a variety of instrumental ensembles.

Provide a detailed description of the course the global module will be integrated into:

Project Wanamajimu 2022 - Gainesville

(2 week Workshop Series) – A teaching artist project series that educates and exposes K-12 youth to global education, arts and culture, and the motherland of Africa through traditional cultural dance workshops. It is an arts integrated project into a standing music course for middle schoolers.

Activity 1: Step 1: Lecture (Opening)
– Duration: 30 mins

- Land acknowledgement
- Motivational Guided Affirmations to start the class
- Lecture students on introduction to West-African Dance and instruments in collaboration with musicians. (Guided questions,

What will the students do?

What resources will be used by the teacher and the student? (i.e.: References of readings, Website URLs, Media, Project/Activity outside of class for experiential learning, etc.)

<p>Connection to origins, technique, polyrhythms, names of instruments, etc)</p> <ul style="list-style-type: none"> • Write identified elements, definitions, and key words on board/easel as you lecture for students to view. • (They will use this later in the activity) • Ask students to jot down notes if necessary/hand-outs for retention. • Answer questions and allow feedback + scaffolding for accommodated students <p>Methods:</p> <p>State Purpose</p> <p>The purpose of our lesson is for students to learn about the origins of West-African dance and music.</p> <p>Preview Lesson</p> <p><i>Today we will learn about the different origins of West African</i></p> <p><i>Dance and the connection between music and dance. We will lecture a brief History on Traditional music and dance, the specifics of basic</i></p>		
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*music rhythms, sounds, instruments,
and how it influences dance.*

*Then, we will review and apply real
world application of what we learned
in a music and dance in a physical,
high energy collaborative
movement-based workshop.*

Review Prior Learning

Remember from our prior class discussion we emphasized doing some short background research with your teacher about the importance of art and music in Africa. You learned some of the history. Today is now the overview and hands on application. This will be your first time participating in the physical portion. You already know that they are closely related and will contribute to your experience later in the main activity.

Communicate Expectations

I expect that you will have a basic understanding of movement, instruments,

<p>and rhythms associated with Afro-Contemporary Dance and will demonstrate them together in a safe and enjoyable manner.</p> <p>Remember our rules about safety and be sure to ask questions if needed!</p>		
<p>Activity 2: Step 2: Main Activity – Duration: 40 minutes</p> <p>Step #1: Warm Up</p> <ul style="list-style-type: none"> • Guided Warm-Up Sequence • Students will be instructed to come into the space to physically partake in a West African movement workshop. • Split students into smaller groups to allow others to view them. Instructor will dance with all groups to assist due to nature of basic introduction to lesson. <p>Step #2: Movement and sound Workshop w/ Instrument Application</p> <ul style="list-style-type: none"> • During the second half, students will use instruments they learned about in the first 	<p>What will the students do?</p>	<p>What resources will be used by the teacher and the student? (i.e.: References of readings, Website URLs, Media, Project/Activity outside of class for experiential learning, etc.)</p>

<p>two classes to collaborate and incorporate into workshop activity.</p> <ul style="list-style-type: none"> • *Necessary Scaffolding will be used for accommodated students 		
<p>Activity 3: Step 3: Feedback and Drum Circle (Closing) –</p> <p>Duration: 20 minutes</p> <ul style="list-style-type: none"> • Cool Down Sequence (stretching) • Instruct the class to sit in a large but closed circle up. • Reflections/Review (Teaching Artist) • Once all are seated, circle around the room and ask each student to give feedback on what they have seen/learned. • To save time, ask students to give one-word replies. – • Motivational Affirmations and drum circle to end the class. <p>Methods</p>		

<p>Cool down Sequence will be led by teaching artist.</p> <p>Debrief and reflection:</p> <p>1. Restate Main Ideas</p> <p>The main ideas to remember from our work today are...</p> <p>2. Recognize Challenges and Accomplishments</p> <p>“Today we accomplished...” (Instructor)</p> <p>3. Connect to Future Learning</p> <p>Next time we will continue with another music and dance workshop.</p> <p>Before our next lesson, remember to review your notes and questions</p> <p>from the lecture about musical instruments, counts, and rhythms. We will have a quick quiz to assess your retention.</p>		
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<p>4. Invite Reflection and feedback</p> <ul style="list-style-type: none"> - Students will be invited and encouraged to share experiences, and observations through verbal feedback – one-word responses - Guided Motivational Affirmations by instructor and musicians - - Closing Drum Circle 		
<p>Description of Assessment (In class or after class): How will students demonstrate their understanding of content?</p> <ul style="list-style-type: none"> • Students will demonstrate understanding by teaching artist observations and evaluation • Students will demonstrate understanding by completing an initial survey before the program, answering questions about their expectations, a mid follow-up survey after each workshop is finished each day, and a culminating follow up survey for the overall project will be done at the end. • All findings will be compared to evaluate the effectiveness of understanding of the project. 		
<p>Other Comments (Are there ways to connect this topic across subject areas?)_:</p> <p>This topic is an interdisciplinary arts integration topic that can relate across multiple subject areas taught in k-12 education.</p> <p>(Arts, History, Humanities, Science, Math, English etc)</p>		