

ARTS IMPACT LESSON PLAN

Arts Foundations Dance Lesson

Time: Tempo and Beat

Author: Gary Reed



Enduring Understanding

Recognition and inclusion of tempo and beat in dance synchronizes timing between dancers and/or between dancers and music.

Lesson Description (Use for family communication and displaying student art)

Students explore fast, medium, and slow speeds (tempos) and they move to a beat. They learn and clap a pattern with a steady beat, practicing to increase their speed while maintaining accuracy. Finally, they do a dance exploration showing how different underwater plants or animals could move with different speeds.

Learning Targets and Assessment Criteria

Target: Demonstrates using different tempi in movement.

Criteria: Moves body using slow, moderate, and fast time.

Target: Shows a steady beat in movement.

Criteria: Moves body with a consistent, even pulse.

Target: Claps pattern with a consistent beat.

Criteria: Pats hands together in a pattern with a steady pulse.

Target: Demonstrates perseverance.

Criteria: Practices clapping pattern to use faster speeds with accuracy.

Target: Performs different tempi in a dance exploration with a theme.

Criteria: Moves with slow, moderate, and fast tempi as underwater plants or animals.

Vocabulary

Arts:

Beat/Pulse

Pattern

Rhythm

Space: general

Space: self

Speed

Tempo/tempi

Time:

fast,
moderate,
slow

Materials

Museum Artworks or Performance

Seattle, WA

Pacific Northwest Ballet

UW World Series of Dance

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Music for Creative Dance, Volumes III and IV by Eric Chappelle; Music player; Drum; Student Worksheet: Amphibious: Underwater Tempo Study, one per student; Class Assessment Worksheet

Video

Flying Kites, a fan dance performed by Lorita Leung Dance Academy in Vancouver

<https://www.youtube.com/watch?v=v5kVqJGhCEQ>

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

1.1.2 Elements: Time, Tempo, Beat

1.1.4 Principles of Choreography: Theme, Repetition

1.2.1 Skills and Techniques: Focus and Concentration

2.1.1 Creative Process

2.2.1 Performance Process

2.3.1 Responding Process

Early Learning Guidelines (Pre-K – Grade 3)


For a full description of Washington Early Learning and Development Guidelines see

<http://www.del.wa.gov/development/guidelines/>

(Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body; enjoy challenging self to try new and increasingly difficult activities.

(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; move to the rhythm of recorded music.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Review movement safety, self-space, general space, and shape.

Lesson Steps Outline


1. Introduce the dance concept of time. Analyze tempi used in video of dancers.

2. Lead students in BrainDance Warm-up with time.

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*,
by Eric Chappelle


3. Play music and ask students to move as directed to match the speed or tempo of the music.

Music: #9 "Tempo Tantrum" from *Music for Creative Dance, Volume III*


 Criteria-based teacher checklist, self-assessment: Moves body using slow, moderate, and fast time.

4. Lead students in feeling a beat. Ask students to sit quietly and place one hand on their chests to feel their hearts beat and with their other hands to gently tap the beat they feel on their laps or legs.

5. Lead students in moving to a beat. Play a drum with different tempi while students move to the beat.

 Criteria-based teacher checklist, self-assessment: Moves body with a consistent, even pulse.

6. Lead clapping pattern, "Double This."

 Criteria-based teacher checklist, self-assessment: Pats hands together in a pattern with a steady pulse.

7. Practice "Double This." Describe and discuss how students will use the 21st Century Skill of perseverance to increase their speed.

 Criteria-based teacher checklist, self-assessment: Practices clapping pattern to use faster speeds with accuracy.

8. Guide underwater tempo exploration and response.

Music: #1 "Amphibious" from *Music for Creative Dance, Volume IV*

Criteria-based teacher checklist, self-assessment: Moves with slow, moderate, and fast tempi as underwater plants or animals.

LESSON STEPS

1. Introduce the dance concept of time. Analyze tempi used in video of dancers.

- *Time is an interesting phenomenon. It is always with us, and we each have a different sense of its passing. In order to understand and study time, we have developed ways of measuring time. We measure time with clocks and calendars. From nano-seconds to eons, we can look at how long it takes to do something or for something to happen.*
- *In dance, we can move slowly, moderately, or fast. This is called tempo and relates to the speed of our movements. 'Tempi' is the plural form of tempo.*
- *In order to measure our movements and to keep together with music or other dancers, we use a pulse or beat. We each have our own beat in our bodies, that of our heart beating. You can feel that beat as the pulse of blood in your wrist, or neck, or by putting your hand on your chest.*

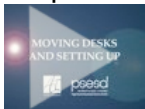
▣ Show the following video clip of dancers. Ask students to identify when the dancers are moving slowly, moderately, and quickly. Preview the video before you show it. It is 7:47 long, which is probably too long. Choose a section that is less than two minutes long that shows all three tempi. If time is limited, you could do this part of the strategy on another day.

Flying Kites, a fan dance performed by Lorita Leung Dance Academy in Vancouver

<https://www.youtube.com/watch?v=v5kvqJGhCEQ>

- *Here is a video of students performing a fan dance. They use different tempi or speeds when they dance. When do you see fast movement? Moderate? Slow?*

▣ Prepare the classroom for dance.



Moving Desks/Set-up



Movement Safety

2. Lead students in BrainDance Warm-up with time. (BrainDance originally developed by Anne Green Gilbert, www.creativedance.org, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle

- *We will begin by doing the BrainDance, adding time to the warm-up. Listen carefully to see if you should move slowly, quickly, or at a moderate speed.*



Time BrainDance

Breath (Before the music begins.)

- *Slowly breathe in through the nose and out the mouth. Repeat, taking lots of time to fill up with air and slowly release it.*

Tactile (Begin the music.)

- *With the music, quickly rub hands together and then tap the body lightly from head to toe. Stomp your feet.*

Core-Distal

- *Slowly increase the size of your body shape, growing from the center of the body, and then slowly shrink back into a small shape. Repeat slowly with the music.*

Head-Tail

- *Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and back.*
- *Curve from side-to-side several times. Do this with the music at a moderate speed.*

Upper Half

- *Stabilize the lower half of the body and only the top half dances slowly and smoothly.*

Lower Half

- *Stabilize the upper half of the body. Only the bottom half dances – fast/quick. Stay in one spot.*

Body-Half Right

- *Stabilize the left side of the body and only the right side dances slowly.*

Body-Half Left

- *Stabilize the right side of the body and only the left side dances quickly.*

Cross-Lateral

- *Reach across the body with one hand and then the other. Repeat several times. Explore other cross-lateral movements, e.g. elbow to opposite knee or hand to opposite foot. Use a slow tempo.*

Eye Tracking

- *Keep your eyes on your right hand as you move it across your body and up and down. Move it at a moderate tempo.*
- *Now watch your left hand as it moves across your body and up and down at a moderate tempo.*

Spin and Jump

- *Spin clockwise. Stop and jump in place. Spin counterclockwise. Stop and jump in place for four counts. Move with the music using a fast tempo.*
- *How did the warm-up feel to you today? Did you have a preference for moving slowly, moderately, or quickly?*
- *Did you notice that when we did the BrainDance, we stayed in one spot? We weren't dancing throughout the room. We did the BrainDance in self-space. In this lesson, we will be using both self and general space.*

3. Play music and ask students to move as directed to match the speed or tempo of the music.

Music: #9 "Tempo Tantrum" from *Music for Creative Dance, Volume III*, by Eric Chappelle

- *Listen to the music and feel how fast, moderate, or slow it is playing. Move your hands and arms with the tempo you hear. Your body movements and pulse should synchronize with or match the music.*
- *Freeze your body when the music stops and listen to how fast, moderate, or slow the next section is playing. Move your hands and arms to this new tempo.*
- *Freeze again when the music stops and listen to the next tempo. Now move your hands and arms to this tempo.*
- *Continue this pattern of freezing to listen, moving to the new tempo, and freezing again during the pauses.*

- Now try moving the whole body to each of the tempi alternating in **self space** and **general space**. Are you showing different tempi in your movements?



Prompting for Creativity

■ When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a “0” where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later and give those who have met criteria a “1.” This information will let you know who needs more practice, to guide your future instruction.

☑ **Criteria-based teacher checklist, self-assessment:** Moves body using slow, moderate, and fast time.

4. Lead students in feeling a **beat. Ask students to sit quietly and place one hand on their chests to feel their hearts beat and with their other hand to gently tap the beat they feel on their laps or legs.**

■ Some students may feel the pulse in their neck with two fingers gently pressing next to their windpipe or with two fingers pressing the inside of their wrist next to their thumb.

- *Sometimes our hearts beat fast and sometimes moderately or slowly. When do you think your heart beats slowly? Yes, when resting or sleeping. When does it beat fast? Yes, when running or exercising. When does it beat moderately? Yes, when sitting in class studying.*
- *How fast is your heart beating now? Show me by gently tapping your hand to the pulse you feel.*

5. Lead students in moving to a beat. Play a drum with different tempi while students move to the beat.

- *I'll play a moderate tempo. Stay in self-space and move with one part of your body. Freeze when the drum stops.*
- *I'll play a slow tempo. In self-space, move a different body part. Freeze.*
- *I'll play a fast tempo. In self-space, move a different body part. Freeze.*
- *This time, when I play a slow tempo, lunge slowly in the general space with one step per beat on the drum. Freeze.*
- *As I play a faster tempo, tiptoe quickly in the general space trying to step on each beat. Freeze when the drum stops. Are you moving on the beat?*

☑ **Criteria-based teacher checklist, self-assessment:** Moves body with a consistent, even pulse.

6. Lead clapping pattern, “Double This.”

- *We're going to learn a hand-clapping pattern and repeat it with a consistent beat. Begin by saying the accompanying words to help learn the pattern. Then do it with a partner. I'll demonstrate first.*
- *"Double double this this. Double double that that. Double this. Double that. Double double this that."*



Double This

- *Each time you say "double", clap your hands together. Each time you say "this", cross over your right hand and pat your partner's right hand. Each time you say "that", cross over your left hand and pat your partner's left hand. So the pattern goes like this. Clap along with me.*

*Double (clap) double (clap) this (right pat) this (right pat).
 Double (clap) double (clap) that (left pat) that (left pat).
 Double (clap) this (right pat).
 Double (clap) that (left pat).
 Double (clap) double (clap) this (right pat) that (left pat).*

- *Be sure to say each word on the beat and either clap or pat on the beat as well. Start slowly so you can learn the pattern and repeat it with a steady beat.*
- *Are you keeping a steady beat?*

▣ You can use the following alternative clapping pattern for younger children. Demonstrate an alternating clapping pattern of clap-pat-clap-pat-clap-pat, by clapping hands together and then patting legs with both hands.

- *Sit in a circle with crossed legs. I'll start with a slow or moderate tempo. Keep a consistent beat or pulse.*
- *Once you are clapping and patting with a consistent beat, begin reciting the alphabet with one letter on each clap.*
- *Are you keeping a steady beat?*

Criteria-based teacher checklist, self-assessment: Pats hands together in a pattern with a steady pulse.

7. Practice "Double This." Describe and discuss how students will use the 21st Century Skill of perseverance to increase their speed.

- *Once you have it with a slow steady beat, see if you can do it at a faster tempo and keep a steady beat.*
- *Describe and discuss how students will use the 21st Century Skill of perseverance to increase their speed. Practicing to improve a skill shows perseverance.*
- *Strive for accuracy of pattern and keeping a steady beat.*

▣ With alternative pattern for younger students, once the pattern is established and students are able to recite one letter on each clap or "beat", increase the tempo and ask students to repeat the alphabet at a faster speed.

- *Are you keeping a steady beat?*
- *How did you use perseverance to improve?*

Criteria-based teacher checklist, self-assessment: Practices clapping pattern to use faster speeds with accuracy.

8. Guide underwater tempo exploration and response.

Music: #1 "Amphibious" from *Music for Creative Dance, Volume IV*, by Eric Chappelle

- *This exploration shows movement with different tempi based on the music being played with an underwater theme.*
- *When the slow music is playing, remain in self-space and move with slow smooth movements like seaweed or sea anemones waving in the ocean current.*
- *When the moderate music is playing, move with a moderate tempo through the general space as medium-sized fish or dolphins.*
- *When the fast music is playing, remain in self-space and move hands and arms quickly like small fish darting around and through a coral reef.*
- *The three different tempi, or sections, repeat three times each, and the piece will end with slow music for moving in self-space again like seaweed or sea anemones.*
- *Listen to the music and show with your body how different creatures can move underwater. You will be moving in self-space and in general space with different speeds to share your ideas. Be careful not to bump any other dancers as they are moving and sharing their ideas.*
- *When the music stops, find an ending shape to finish your dance. Did you move with three different tempi?*



Amphibious

▣ For student response, you can distribute the Amphibious: Underwater Tempo Study Worksheets as in the prompt below, or you can use the self-assessment worksheet, or create your own.

- *After you dance, draw plants or animals portrayed in each of the three sections in the dance. Label the plants or animals with corresponding tempi or speeds.*

Criteria-based teacher checklist, self-assessment: Moves with slow, moderate, and fast tempi as underwater plants or animals.

Time: Tempo and Beat Amphibious: Underwater Tempo Study

Name: _____

Date: _____

What was the tempo/speed of each section? (Slow, moderate, or fast)	Draw a picture of the animal or plant you danced in each of the sections.
First Section:	
Second Section:	
Third Section:	

ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson

Time: Tempo and Beat

Teachers may choose to use or adapt the following self-assessment tool.

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	DANCE									Total
Concept	Tempo			Beat		Perseverance	Tempo Moves as underwater plants or animals:			9
Criteria	Moves body using slow time.	Moves body using moderate time.	Moves body using fast time.	Moves body with a consistent, even pulse.	Pats hands together in a pattern with a steady pulse.	Practices clapping pattern to use faster speeds with accuracy.	With a slow tempo.	With a moderate tempo.	With a fast tempo.	
Student Name										

ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson

Time: Tempo and Beat

CLASS ASSESSMENT WORKSHEET

Criteria	DANCE									Total 9
	Tempo			Beat		Perseverance	Tempo Moves as underwater plants or animals:			
Student Name	Moves body using slow time.	Moves body using moderate time.	Moves body using fast time.	Moves body with a consistent, even pulse.	Pats hands together in a pattern with a steady pulse.	Practices clapping pattern to use faster speeds with accuracy.	With a slow tempo.	With a moderate tempo.	With a fast tempo.	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										
Total										
Percentage										

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

How could I connect the concepts in this lesson with other disciplines?

Teacher: _____ Date: _____

DANCE LESSON: *Time: Tempo and Beat*

Dear Family:

Today your child participated in an **Arts** lesson about time and how we use time when we are moving.

- We danced with various speeds: fast, moderate, and slow, which we call tempo.
- We learned a clapping pattern that we did with a steady beat.
- We used perseverance as we practiced to build our skills so that we could clap the pattern faster with accuracy.
- We did a dance exploration showing how different underwater creatures could move with different speeds.

At home, you could look for different ways of using time in your home. What tempo do you use when you walk the dog, brush your teeth, or read a story together?

Enduring Understanding

Recognition and inclusion of tempo and beat in dance synchronizes timing between dancers and/or between dancers and music.