## ARTS IMPACT LESSON PLAN

Dance Lesson

Weather Tempo Dance

Authors: Brianna Santander with Joanne Petroff

Grade Level: First Grade

Enduring Understanding: Fast, moderate, and slow tempos can be used in dance and to represent themes, like weather.

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

Students will explore moving fast, moderate, and slow. Students will practice different speeds leading or shadowing in a triangle formation. They will then perform a thematic dance showing how different types of weather can be represented by movements at different speeds.

Learning Targets and Assessment Criteria

Target: Demonstrates using different speeds in movement.

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

Target: Moves using different speeds as a leader or shadow in a small group.

Criteria: Moves slow, moderate, or fast, initiating or copying in a triangle formation.

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

Criteria: Moves slow, moderate, or fast representing a form of weather using the triangle/shadowing formation.

Vocabulary

Arts:

Fast

Moderate

Self and General Space

Shadowing

Slow

Tempo/speed

Trio

Materials

Museum Artworks or Performance

Pacific Northwest Ballet, Behind the Scenes Tour, April 8th

Materials

Posters of types of weather (snow, rain, wind, hail); Music for Creative Dance, Volumes III and IV, by Eric Chappelle; Music player; Bell, shaker, and drum;

Class Assessment Worksheet

Shutterstock.com/video/

<http://www.shutterstock.com/video/clip-2924485-stock-footage-closeup-footage-rain-on-water-surface.html?src=search/Ptu3eojocIMGC3TqqXqbtA:1:3/3p>

<http://www.shutterstock.com/video/clip-4764341-stock-footage-rain-and-hail-falling-on-a-wooden-balcony.html?src=search/FHN7AHJKfGy_4WHAgT70wQ:1:2/3p>

<http://www.shutterstock.com/video/clip-2681507-stock-footage-gentle-christmas-morning-snow-seamless-loop.html?src=search/fuuYBLn2rJ4bUiUhm919jA:1:4/3p>

<http://www.shutterstock.com/video/clip-3911909-stock-footage-wheat-field-waves-moved-by-summer-wind-nature-crane-shot-background-hd.html?src=search/8D3FkOuuq2VGIFajMeTAUw:1:15/3p>

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

1.1.4 Principles of Choreography: Theme

1.2.1 Skills and Techniques: Shadowing

2.1.1 Creative Process

2.2.1 Performance Process

2.3.1 Responding Process

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

(1st Grade) 6. Learning about my world: Arts: Become aware of skills needed to dance around the room; create spontaneous drama, music and dance, with other children or alone.

ICON KEY:

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Pre-Teach

Students will observe and be familiar with different types of weather (rain, snow, hail, and wind). Introduce self and general space and dancing safely.

Lesson Steps Outline

1. Introduce the dance concept of tempo. Show video of different types of weather. Guide hand movement at different speeds to show the different types of precipitation (Go to Shutterstock.com/video/ and search for the words wind, rain, snow and hail to find options for videos or see video links).

2. Lead students in BrainDance Warm-up with tempo changes.

Music: #20 “Potpourri” from Music for Creative Dance, Volume III, by Eric Chappelle

3. Lead exploration of fast, moderate, and slow tempos through movement.

Music: bell=slow, drum=moderate, shaker=fast

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

4. Model and then guide groups through moving using different speeds while shadowing in a triangle formation.

Music: #9 “Tempo Tantrum,” Music for Creative Dance Vol. III, Eric Chappelle

🗹 Criteria-based teacher checklist: Moves slow, moderate, or fast, initiating or copying in a triangle formation.

5. Guide the exploration of tempos with a weather theme. Direct performance and response.

🗹 Criteria-based teacher checklist, peer assessment: Moves slow, moderate, or fast representing a form of weather using the triangle/shadowing formation.

LESSON STEPS

1. Introduce the dance concept of tempo. Show video of different types of weather. Guide hand movement at different speeds to show the different types of precipitation.

(Go to Shutterstock.com/video/ and search for the words wind, rain, snow and hail to find options for videos or see video links).

We are going to do a dance lesson about tempo or speed. We can look at precipitation as an example of moderate, slow, and fast tempos.

This is a video of rain. At what speed do you see the rain falling? Show that to me with your hands. Let’s call this our moderate speed.

Now let’s watch snow. At what speed is the snow falling? Slow. Show me a slow hand dance.

In this video of hail, see how the speed is different. What is the speed of the hail? It is falling fast. Move your hands in a fast dance.

In our last video, wind, you might see all three speeds. As you watch the video try to notice the different speeds the wind is moving at and then you can pick one of the tempos to represent the wind with your hands.

2. Lead students in BrainDance Warm-up with tempo changes. (BrainDance originally developed by Anne Green Gilbert, [www.creativedance.org](http://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 not only use different tempos/speeds in the BrainDance, but I will be the leader and you will be behind me shadowing my movements. We will face four different directions during the warm-up so be ready to turn to face a new wall. Give me a moment to get in position to be your new shadow leader.

Breath (Before the music begins.) \*Start facing the front of the room\*

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 \*Turn a quarter turn and face a side wall\*

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 \*Turn a quarter turn and face the back of the room\*

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 \*Turn a quarter turn and face the other side wall\*

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.

3. Lead exploration of fast, moderate, and slow tempos through movement.

Music: bell=slow, drum=moderate, shaker=fast

I am going to play a bell and I want you to move slowly to the music. You may move in either self or general space. When the music stops, please freeze.

Now I am going to use a shaker; please show me fast movements, but make sure you use only self-space—that means stay in one spot or place. Freeze as soon as the music stops. Now let’s try a foot dance or a leg dance moving quickly in one spot.

To the drum, we are going to be moving at a moderate pace. Let’s start with a moderate tempo walking dance that travels through general space. When you hear the drum, start moving and don’t forget to freeze when my drumming stops. Now in self-space, do a moderate hand dance, a shoulder dance, a head dance, etc.

Now I am going to play each of three instruments one after another and when you hear the music, move your body to the speed that we talked about before and I will tell you to use self or general space.

Please give me a thumbs up if you were able to move to the drum at a moderate speed? To the shaker at a fast speed? And the bell at a slow speed?

🗏 Encourage students to incorporate full body or isolated body parts as they explore the different tempos.

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

4. Model and then guide groups through moving using different speeds while shadowing in a triangle formation.

Music: #9 “Tempo Tantrum,” Music for Creative Dance Vol. III, Eric Chappelle

🗏 The first three tempos in “Tempo Tantrum” are moderate, slow, fast. After that the tempos come in different orders. So you may want to start at the beginning of the music again after the demonstration and also if you would like to repeat the exploration.

I need two volunteers to be my shadows as I lead. We will be standing in a triangle formation so that each person will be at one of the three points of the triangle. I will be the leader first so I will turn around so my back is to you and you will be behind me following my movements.

I will use moderate movements, but I will pick one and do it over and over so my partners can be successful when they are shadowing me. Notice I will stay in self-space and I trust that my partners are copying me so I can keep my eyes looking forward.

Now we are going to turn to our right and so we have a new leader. Make sure your back is to us and we will copy your movements. Please use slow speed movements and lots of repetition, that means do movements over and over again.

Let’s turn to our right one more time so we have our third and last leader. We will be behind you shadowing your fast movements. Remember we can only successfully shadow you if you use repetitive movements.

Now I am going to put you into groups of three or trios. Choose who will be leader one, two, and three. Number one’s, please face the front wall and two and three’s position yourselves so you create a triangle behind your leader.

Now let’s try it with some music.

🗹 Criteria-based teacher checklist: Moves slow, moderate, or fast, initiating or copying in a

triangle formation.

5. Guide the exploration of tempos with a weather theme. Direct performance and response.

Music: #16 “Energy,” Music for Creative Dance Vol. IV, Eric Chappelle

Now we are going to do a dance performance. Remember the videos of weather we watched. We are going to use the speed of our movements to represent the different types of weather.

The first weather will be the wind and the wind moves at all different speeds. The beginning of our dance will be a little different. Let’s add a section where each of you creates your own “wind” movement and moves to whatever speed you choose. Let’s practice.

When the music changes, instantly face the front wall and leader one, “the rain,” will move using a moderate tempo. All the other partners will now be shadowing the leader. Leader, don’t forget to use lots of repetition in your movements.

The next is leader number two, “the snow”. You will use slow movements to represent the snow falling.

When you hear the final change of music turn once more to your right and leader three, “the hail,” leads this fast section of the dance.

Be ready to repeat the whole dance again by starting with everyone doing their own wind dance.

That was our rehearsal, now we will perform for each other. Let’s have two trios perform at a time. As performers, what are two things you need to remember? As audience, what are two things you need to remember? Performers, don’t forget to bow at the end of your dance. Audience, don’t forget to clap to let the performers know you appreciate their performance.

Audience, what did you see? Describe or show me some moderate movements you saw. Slow. Fast.

How did the speed of the movement show the theme?

🗹 Criteria-based teacher checklist, peer assessment: Moves slow, moderate, or fast representing a form of weather using the triangle/shadowing formation.

ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson

1st Grade: Weather Tempo Dance

CLASS ASSESSMENT WORKSHEET

Disciplines: Dance; Dance; Dance

Concept: Tempo; Tempo; Tempo and Theme

Criteria: Moves body using slow, moderate, and fast time; Moves slow, moderate, or fast, initiating or copying in a triangle (initiating, copying); Moves slow, moderate, or fast representing a form of weather suing the triangle/shadowing formation

Total 4

Student Name

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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

ARTS IMPACT FAMILY LETTER

ARTS LESSON: Weather Tempo Dance

Dear Family:

Today your child participated in a Dance lesson. We talked about tempo.

We explored moving fast, moderate, and slow.

We made a triangle formation and were leaders and followers using different tempos.

We used different speeds to dance about types of weather.

At home, you and your child could use different tempos to do actions, like get ready for bed in slow motion.

Enduring Understanding: Fast, moderate, and slow tempos can be used in dance and to represent themes, like weather.