

## ARTS IMPACT LESSON PLAN

### Dance Lesson

#### *Cha Cha Children*

Authors: Ann Welton with Joanne Petroff

Grade Level: Pre-kindergarten

#### Enduring Understanding

Using tempo and beat in a spoken text can allow dancers to move in rhythm to the words.

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

*Students dance with fast and slow time. They learn to express text through movement, using tempo and rhythmic patterns to communicate the book, Cha Cha Chimps.*

### Learning Targets and Assessment Criteria

**Target:** Demonstrates moving at different tempi.

**Criteria:** Dances using fast and slow movements.

**Target:** Communicates effectively.

**Criteria:** Expresses a rhythm through movement.

**Target:** Recognizes and demonstrates the rhythmic patterns of specific words in the text.

**Criteria:** Dances using movements of different durations (slow, slow, quick, quick, slow) as suggested by the repetition of phrases in the text.

#### Vocabulary

Arts:

Beat and Pulse  
Cha Cha Rhythm  
Fast and Slow  
Quickly and Slowly  
Repetition  
Rhyme  
Rhythm  
Self and General Space

#### Materials

##### Museum Artworks or Performance Seattle, WA

Pacific Northwest Ballet

##### Tacoma, WA

Broadway Center for the Performing  
Arts

Children's Museum of Tacoma

##### Materials

Book: *Cha Cha Chimps* by Julia  
Durango; Drum; *Music for Creative  
Dance, Volume III*, by Eric Chappelle,  
<http://www.aventurinemusic.com/>;  
Music player; Class Assessment  
Worksheet

#### 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>

1.1.1 Elements: Space

1.1.2 Elements: Time, Tempo, and Beat

1.1.4 Principles of Choreography: AB Form,  
Repetition

1.2.1 Skills and Techniques: Concentration

2.1.1 Creative Process

2.3.1 Responding Process

##### Early Learning Guidelines

For a full description of Washington State Early  
Learning and Child 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 whole body; show good balance  
and coordination; enjoy challenging him or herself  
to try new and increasingly difficult activities.

(Age 4-5) 6. Learning about my world: Arts:  
express self through art and music; hum or move  
to the rhythm of recorded music.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Teach Arts Impact dance lesson: *Space: Self and General*. Read story (*Cha Cha Chimps*). Teach Arts Impact dance lesson: *Shape*.

 Although originally designed to connect with *Cha Cha Chimps*, this lesson can be adapted to connect with any books with a rhythmic pattern in the text.

## Lesson Steps Outline

**1.** Lead students in BrainDance Warm-up introducing fast and slow time and the cha cha rhythm.

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle, <http://www.aventurinemusic.com/>

**2.** Lead exploration of fast and slow movements with drum and music.

Music: #7 "Breathe" and #6 "Fiesta!" from *Music for Creative Dance, Volume III*, by Eric Chappelle, <http://www.aventurinemusic.com/>

 Criteria-based teacher checklist: Dances using fast and slow movements.

**3.** Review and guide students as they dance the rhythmic pattern. Tell students that they are using the 21<sup>st</sup> Century Skill of Communication as they communicate the rhythmic pattern through movement.

 Criteria-based teacher checklist: Expresses a rhythm through movement.

**4.** Demonstrate and guide students as they dance the rhythmic patterns of the words in the text.

 Criteria-based teacher checklist: Dances using movements of different durations (slow, slow, quick, quick, slow) as suggested by the repetition of phrases in the text.

**5.** Read and dance the whole story, adding in story text pages and alternating them with repeated refrain.

 Criteria-based teacher checklist: Dances using movements of different durations (slow, slow, quick, quick, slow) as suggested by the repetition of phrases in the text.

**6. Guide student reflection.**

Criteria-based reflection and self-assessment: Demonstrates tempo preference. Describes and demonstrates repeated text. Expresses a rhythm through movement.

## LESSON STEPS

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### 1. Lead the BrainDance Warm-up introducing fast and slow time and the cha cha rhythm.

(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, <http://www.aventurinemusic.com/>

- *We will begin by doing the BrainDance. Listen to me, and I'll tell you whether to move slowly or quickly.*

#### **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 quickly. Now stomp them slowly.*

#### **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.*

#### **Upper Half**

- *Stabilize the lower half of the body and only the top half dances. Use the cha cha rhythm (slow, slow, quick, quick, slow) as you move your arms and shoulders.*

#### **Lower Half**

- *Stabilize the upper half of the body. Only the bottom half dances – slow, slow, quick, quick, slow.*
- *Try tapping your knees together in the cha cha rhythm. Now try tapping your toes. Try half a jumping jack. 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 slowly across your body and up and down.*
- *Now watch your left hand as it moves across your body up and down.*

## 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 like moving slowly or quickly? Why?*
- *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 (traveling).*
- *We'll also use the cha cha rhythm. Clap it with me: slow, slow, quick, quick, slow.*

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## 2. Lead exploration of fast and slow movements with drum and music.

Music: #7 "Breathe" and #6 "Fiesta!" from *Music for Creative Dance, Volume III*, by Eric Chappelle

- *I'm going to tap some beats on the drum, and I want you to clap them with me so you feel the pulse. Let's make that pulse or beat slower. Clap with me. Now let's make the beat or pulse faster.*
- *We're still going to stay in self-space or one spot as we move our arms to the beat, first slowly. Now let's do it quickly.*
- *Now, can someone suggest a different body part? Listen to the drum, and we'll go first slowly, then quickly.*
- *Let's try it with music. Move through the general space, first slowly to this music (play #7, "Breathe"). Now, move quickly to this music (play #6, "Fiesta!").*
- *I'm not going to tell you whether to move quickly or slowly. Listen to the music, and it will tell you.*

☐ Repeat use of music selections above.

☑ Criteria-based teacher checklist: Dances using fast and slow movements.

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## 3. Review and guide students as they dance the rhythmic pattern. Tell students that they are using the 21<sup>st</sup> Century Skill of Communication as they communicate the rhythmic pattern through movement.

- *Before we start dancing, let's practice the cha cha rhythm we used in the BrainDance. Listen to me clapping: slow, slow, quick, quick, slow. Let's all clap it together. Put that rhythm in your shoulders. And now in your toes. Now in your feet. Now try it with your nose.*
- *We are using the 21<sup>st</sup> Century Skill of Communication when we communicate our rhythm with movement. Will you repeat that word with me? COM-MU-NI-CA-TION. Let's tap the word into our shoulders while we say it again.*

*COM-MU-NI-CA-TION. Let's tap another way. We'll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand.*  
*COM-MU-NI-CA-TION.*

- *Communication means using our bodies to show our ideas. We will use our body movement to communicate our cha cha rhythmic pattern.*
- *We don't need words to communicate. We are using only our movement to communicate.*
- *Let's dance our cha cha rhythm again. You can pick what body part you will use to communicate without words. Slow, slow, quick, quick, slow.*

Criteria-based teacher checklist: Expresses a rhythm through movement.

#### **4. Demonstrate and guide students as they dance the rhythmic patterns of the words in the text.**

▣ The number of dancers listed in the book may be adjusted to reflect the number of students in the class (e.g. 20 little dancers do the cha, cha, cha).

- *Now, I'm going to re-read the repeated part of Cha Cha Chimps, the words that we hear every other page. I've changed the words just a little because I really like that cha cha rhythm. "ee, oo, ah ah ah/ 18 little dancers do the cha, cha, cha/ cha, cha, cha, cha, cha." Now clap it with me as I speak the text—slow, slow, quick, quick, slow.*

▣ Note that the text has been changed from "ee ee, oo, oo" to "ee, oo" to be more aligned with the cha cha rhythm. As well, an extra set of "cha, cha, cha, cha, cha" has been added.

- *Now, put the rhythm in your shoulders.*
- *Let's do the repeated part again with our toes.*
- *Now, can we let our feet travel us through general space on the "ee, oo, ah, ah, ah, ... etc." section. Let's try it.*

Criteria-based teacher checklist: Dances using movements of different durations (slow, slow, quick, quick, slow) as suggested by the repetition of phrases in the text.

#### **5. Read and dance the whole story, adding in story text pages and alternating them with repeated refrain.**

▣ Story text is in four line stanzas. Lead students in clapping the first three lines. Clap on the words in bold: "**Wearing** shiny **shoes**/And their **boogie** woogie **pants**/They **go** to Mambo **Jamba's** where they dance, dance, dance." Students dance in self-space on that last line. They may use dance moves of their choice on the last line, before dancing the cha cha pattern on the refrain through the general space.

- *Now that we can move to our cha cha words, let's do a little movement to the words that tell the story. I'll read the story. Clap when I clap, and when I dance to the story, you dance with me. We will dance in our self-space to begin with.*
- *Okay, now let's try another piece of the story. This time, we'll add our cha cha dance on the end.*

▣ Extend this movement experience by adding subsequent pages from the book.

☑ Criteria-based teacher checklist: Dances using movements of different durations (slow, slow, quick, quick, slow) as suggested by the repetition of phrases in the text.

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## 6. Guide student reflection.

- *Today, did you like to do fast movements? If so, communicate that to me by moving your hand quickly.*
- *Why did you like fast movements today?*
- *Did you like to do slow movements? Show me by moving your head slowly if you did.*
- *Why did you like slow movements today?*
- *On what words did you hear and dance text that repeated?*
- *Let's all tap the rhythm on our legs. "ee, oo, ah, ah, ah ... "*

☑ Criteria-based reflection and self-assessment: Demonstrates tempo preference. Describes and demonstrates repeated text. Expresses a rhythm through movement.

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**ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson**

Pre-kindergarten: *Cha Cha Children*

**CLASS ASSESSMENT WORKSHEET**

| Disciplines  | <b>DANCE</b>                          | <b>DANCE</b>                         | <b>DANCE</b>  | Total<br>3 |
|--------------|---------------------------------------|--------------------------------------|---|------------|
| Concept      | <b>Tempo</b>                          | <b>Communication</b>                 | <b>Rhythmic Pattern</b>   |            |
| Criteria     | Dances using fast and slow movements. | Expresses a rhythm through movement. | Dances using movements of different durations (slow, slow, quick, quick, slow) as suggested by the repetition of phrases in the text. |            |
| Student Name |                                       |                                      |   |            |
| 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: \_\_\_\_\_

### ARTS LESSON: *Cha Cha Children*

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Dear Family:

Today your child participated in a **Dance** lesson. We talked about fast and slow movement and matching the rhythm of the movement to the rhythm of a text.

- We discovered that dancing includes fast and slow movements.
- We created a dance to the story in a book, *Cha Cha Chimps*, by Julia Durango.
- We communicated the cha cha rhythm by dancing a rhythmic pattern with our bodies.

At home, you could find other rhythmic texts and dance to them.

#### Enduring Understanding

Using tempo and beat in a spoken text can allow dancers to move in rhythm to the words.