

Dance is B.E.S.T. Lesson Plans

T. —Time

Equipment and Materials:

- Drum and beater
 - CD Player and CD's
 - Several sets of Note Value Cards
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Objective: T. – Time

The students will participate in rhythm and dance activities that include: clapping and moving to the beat. They will demonstrate understanding of whole, half, quarter, and eighth notes by creating and performing 16 count phrases.

MOVING – (Warm up)

The students will warm up and engage in the lesson concept by walking, clapping, running, and stopping in shapes on the beat of the drum with clarity and commitment.

INVESTIGATING

The students will clap and move to each of the four following notes individually and in 16 count metric phrases:

* whole note:	(stretch)	<i>explore and give feed back</i>
* half notes	(move-up/move-down)	<i>explore and give feed back</i>
* quarter notes	(sharp isolated movements)	<i>explore and give feed back</i>
* eighth notes	(travel through space)	<i>explore and give feed back</i>

CREATING

The students will create different 16 count metric phrases and corresponding movement sequences by rearranging the notes, keeping notes together in four beat measures. They may also add rests/shape-holds.

(10-12 minutes) Divide into two, three, or four groups and with teacher guidance, make choices about the previous explorations then develop and choreographic a 16 count pattern. Rehearse with different pieces of music.

CONNECTING

(5 minutes) The students will observe others, perform for others, and discuss one another's group sequences.

Note—The story of the Mother Drum can be a great way to introduce students to the various note values while fulfilling the connecting standard. It connects drama, music, math, social studies and dance in a playful yet meaningful way.

Story Outline of the Mother Drum

The mother drum keeps the steady beat -- it is the pulse-beat of life... of the earth... of her family... of music... of dance!

Clapping and moving to the beat, her children learn the ways of the mother drum.

The earth is like a giant drum; the air too can be tapped and rapped upon.

The children move their hands, feet, shoulders, many different body parts to keep the steady beat of the mother drum-- the whole body and voice can feel and sing along with its continuous... steady... pulsing.

The beat unites the family--the whole group first claps and moves in place, then explores new ways of traveling, journeying to new places while keeping the beat--even at rest the pulse continues... inside

Teacher side coaching cues: "Hold in your beginning shape and listen to these instructions... You should plan to move exactly on the beat for four counts then hold in a shape for four counts. When you are moving try using other body parts in addition to your feet to keep the beat. When you are holding in you shape let your body pulse with the beat. Be sure to make an interesting shape when you arrive at the end of each four counts...1,2,3, go

The story continues:

As children often do the children of the Mother Drum clan began to rebel against the ways of their parents: they changed the steady beat--and they began leaving sounds out by stretching and extending the pulse to make new patterns with sound and silence--accent, motion and stillness

And the grandchildren got excited about new possibilities--they began to put in extra sounds, and movements between the beats

The great grandchildren did both -- sometimes stretching out the time between the beats, and then sometimes adding in between. The results were wonderful new rhythmic patterns -- unpredictable in both sound and movement.

Yet underneath it all, the mother drum's steady beat was always present

Many generations passed

Mother Drum's descendants filled the land--their inheritance from their ancestors enriched their lives and connected them to each other--yet in each village, they created their own dance-songs

In one village the climate was very very hot and they moved slowly. They moved in this way:
Stretch - 2 - 3 - 4 -, Stretch - 2 - 3 - 4 - (over and over in a variety of levels, and directions)

Another village was higher in the mountains, these people loved both the sky and the earth and they reached for the:
Up to the sky - 2 - , Down to the earth - 2 - , Up to the sky - 2 - , Down to the earth - 2 -

One more village was near a swamp and the mosquitoes would make the people:
Swat, slap, grab, stomp -- over and over on each beat

The final village lived near the volcano and the ground would get very hot they would have to move their feet quickly:
1 & 2 & 3 & 4 & -- over and over again

Now the spirit of the mother drum pulsed in them all. Once a year they would gather together to celebrate and to join their dance songs together! Listen to and feel the beat!

*Original idea by Virginia Tanner -- developed and elaborated in this way by Marilyn Berrett - 1999
Add on to the above story as student understanding and interest develops*

Ancestors

When the ancestors come every one stops and rests. They hold very still to honor the ghost spirits or the ancient ones, the tribal spirits

Materials to Accompany the Story and Extend Learning about Note Value and Music Notation and Composition

Symbols for rests printed on White (spirit paper)

Whole note..... (in the hole)
Half note.....(like a hat)
Quarter note..... (a Z on top of a C)

Symbols for whole note, half note, quarter note, and eighth note printed on bright colored paper for example:

1 whole note -- purple
2 half notes -- orange
4 quarter notes -- green
8 eighth notes -- yellow