



Tuesday 12/06/2022

Week 2

Performing Arts Class

Lesson 9 - The Penguin Dance

Arts Standards & Common Core Connections

DA:Cr2.1.4b Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

DA:Pr5.1.4a Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

DA:Pr6.1.4a Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).

DA:Re9.1.4a Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.

Goals:

The learners will...

learn and help with creating a dance that expresses and communicates a main idea.

demonstrate fundamental dance skills when copying or recalling patterns and sequences of locomotor and non-locomotor movements.

consider how to create a formal performance space from an informal setting (i.e. the cafeteria/gymnasium)

discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to the dance

become familiar with basic dance terms

PA-VA CONNECTION (PA-VA): Ms. Glenn and I will be making connections through the theme of Winter. In Performing Arts, students will be learning a folk dance about penguins which originated from Antarctica.

COMMON CORE Standard (CC): Literacy.RI.4.2 - Determine a theme of a story, drama, or poem from the details in the text, summarize the text.

Vocabulary

choreography - the steps created for a dance

folk dance - a popular dance, considered as part of the tradition or custom of a particular people

express - to convey a thought, a feeling, or a personal meaning; to communicate ideas, emotions, or personal intention to others

locomotor movements - movement that travels from one location to another

non-locomotor movements - movement that remains in one place



Essential Question

Essential Questions?

DA:Cr2.1.4 What influences choice making in creating choreography?

DA:Pr5.1.4a What must a dancer do to prepare the mind and body for artistic expression?

DA:Pr6.1.4a How does a dance heighten artistry in a public performance?

DA:Re9.1.4a What criteria are used to evaluate dance?

Lesson / Instruction / Narrative

Title: **The Penguin Dance (a folk dance of the Penguin People of Antarctica)**

Hook: "Hello Performing Artists! Today, I'm going to be teaching you a folk dance about penguins. What do you already know about penguins? (After discussing at their tables, students will share what they know about penguins. Have a student volunteer read our opening letter.)

Opening Chant - Performing Arts

Teacher: What time is it?

Students: Performing Arts Time

Teacher: What time is it?

Students: Performing Arts Time

Teacher: I am an ARTIST (Sign in ASL)

Students: REPEAT

Teacher: With a focused MIND

Students: REPEAT

Teacher: And a caring HEART (Sign in ASL)

Students: REPEAT

Teacher: And responsible hands (Sign in ASL)

Students: REPEAT

Everybody: YO (end in your pose of choice that is school appropriate)

Expectations/Context/Purpose

"Through our arts today, while trying out a folk dance that originated from the Penguin People of Antarctica, we are going to learn the choreography to the song, The Penguin Dance. Hey, what do you call a cold penguin? A Brrr-d. How does a penguin build it's house? Igloos it together."

Introduce the Vocabulary - choreography, folk dance, express, locomotor movements, and non-locomotor movements

"When our class letter was read at the beginning, we heard the vocabulary word, **choreography**. **Choreography is the steps created for a dance.** The style of dancing we will be doing today is called **folk dancing**. **Folk dancing is a popular dance, considered as part of the tradition or custom of a particular people.** We will also be discussing the vocabulary word **express**. **Express is to convey a thought, feeling, or a personal meaning; to communicate ideas, emotions, or personal intention to others.** Also, have you ever heard the words, **locomotor and non-**



locomotor movements? Most of the movements we will do in our dance today are locomotor movements. Locomotor movements are movements that travel from one location to another. A few of our dance movements today will be non-locomotor movements. Non-locomotor movements are movements that remain in one place. See if you can identify the movements in our dance that are locomotor and which ones are non-locomotor."

Warm-up/Modeling/Improvisation

Play the informational Penguin video for the students and pass out their hand-out during this time. (students are to take these home at the end of art class) Now using what you already knew about penguins and what you learned from the video, I want you to remember those things to help you with creating your penguin character for our dance!

Demonstration/Guided Studio Time

Teach the students the steps to The Penguin Dance. ***Allow the students to listen to the music that accompanies the dance prior to teaching the movements.**

Display a visual of dance directions on slide (students also have these movements on their hand-out). Ask students to notice any parts that repeat. Verbally explain all movements to the students before asking them to choose a partner and form groups of six to eight, with the two partners facing each other. When students have formed the groups, begin practicing the dance directions as shown on the slide.

Forward 4 - Take four steps toward your partner and flap flippers with partner 3

Back 4 - Take four steps back to your original spot and Stomp, Stomp, Stomp

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Back 4 - Take four steps back to your original spot and Stomp, Stomp, Stomp

Join RIGHT HANDS and turn in a circle

Join LEFT HANDS and turn in a circle

Join RIGHT HANDS and turn in a circle

Join LEFT HANDS and turn in a circle

Head couple PEEL THE SHRIMP

Head couple forms arch

Others go under

Remake lines

Studio Time/Performance Time

Along with the students, review the steps and order of the dance. Finally, have the students present and recall the dance steps we learned earlier while performing The Penguin Dance as a class.

CC: Just like in Language Arts, one determines the theme of a story from the details in a text; in dance, one determines the theme of the dance from the artistic choices and movements incorporated into the dance.

Student Self-assessment/Reflection

1. How did using your previous knowledge about penguins help you with this dance?
2. How is a dance understood?
3. How did you have the Mind of an Artists today?

"Next/Last week with Ms. Glenn you're going to be continuing your Winter Wonderland art lessons!"

Closing

"Thank you artists for your hard work in our art studio today!"

Sing together..."Na, na, na,na, na, na, na, hey, hey, hey - goodbye..."

Formative Assessments

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice



Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Leadership

Looking at students who show leadership - can assist Peers with their work and or show leadership in small group work.

Oral Discussions

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

Visual Representations

Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

Instructional Strategies

- S** Monitor Progress
- S** Modeling
- S** Get Moving - Physical Activity
- S** Expectations
- S** Check for Understanding
- S** Share/discuss with a partner or table group
- S** Work Together

Materials / Resources / Technology

Surface Pro with Google Slides Document
Performing Arts Expectations
Penguin Dance hand-out
Ipod/Speaker

Differentiation / Modifications

Hands-On Materials

Provide Hand-outs

Adapt Content for Student Ability