



Tuesday 09/06/2022

Week 1

### Performing Arts Grade 3

#### Tanko Bushi Bon Odori Dance

##### Arts Standards & Common Core Connections

**DA:Cn11** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**DA:Cn11.1.3a** Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.

**MU:Cn11** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**MU:Cn11.0.3a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

##### Objective:

The student can learn the history behind a dance and learn how to properly recreate that dance.

##### DOK:

Level 1 - Recognize the dance steps performed by someone else

Level 4 - Perform and recreate the Dance as practiced

##### EQ:

How does the coal miners dance relate to people from different parts of the world?

What do they have in common?

##### Vocabulary

**Ondo style**- a type of Japanese folk music with a distinct beat pattern.



**Tanko Bushi-** Is a Japanese folk song. Despite the term "fushi/ bushi" found in it's name, the rhythm is in swung, ondo style. It is a song about coal mining, and it refers to old Miike Mine in Kyushu (Tagawa City).

**Bon Festival-** is an event that takes place over the course of several days commemorating and honoring ancestors

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### Essential Question

How does the coal miners dance relate to people from different parts of the world? What do they have in common?

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### Lesson / Instruction / Narrative

Start with your good morning wonderful students pull up slides go to how are you feeling today allow students to show their feelings by holding up the number they are feeling today.

Go over our rules asks students if they remember our rules have them discuss with you.

Warm up:

Play video on slides click on picture to play it- GoNoodle- Purple Stew

Once you finish let students know what we are doing today- we will be learning a Japanese Bon dance that goes with Tanko Bushi which means A coal miners song.

Instruction:

Go over where Tanko Bushi came from and what it is then talk about The bon Festival is where the Japanese come together to celebrate their ancestors.

Show video instructions on dance and have them practice as you watch. Once you have practiced have students work together in small groups to do the dance together walk around and help them as needed to learn the dance. Have student perform for you.

Extension:

If the students finish early they may show you a dance they know that is a tradition in their family or culture.

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### Formative Assessments

#### Admission/Exit Tickets

Responses to questions posed at the beginning or end of a lesson or class to assess understanding of key concepts.

#### Direct Observation

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

#### Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify



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### Instructional Strategies

- § Check for Understanding
- § Get Moving - Physical Activity
- § Monitor Progress
- § Modeling
- § Work Together

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### Materials / Resources / Technology

Slides  
Posters of dance steps and Hakusai art  
Music

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### Differentiation / Modifications

Modifications:

Students who do not have the ability to stand and move may work from their seat and do hand movements to participate.

Students who refuse to work may work on another dance if they choose to show.

ELL students will have a translated paper and be given visual ques.