

Creative Dance Lesson Plan on Music and Rhythm

Grade: 2nd

Length: 45 minutes

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Student Learning Outcome: The students will demonstrate ability to replicate and create interesting rhythms through movement concluding solo composition.

Equipment Needed: Hand Drum; CD player; CD with ragtime music (I recommend "The Entertainer - The Very Best of Scott Joplin"); *Ragtime Tumpie* by Alan Schroeder

Utah Core – Fine Arts

Standard 1: Students will develop a sense of self.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

d. Develop consistency in rhythmic accuracy of body percussion and instrument playing.

Utah Fine Arts Core – Dance

Standard 2: The student will identify and demonstrate the movement elements in performing dance.

Objective 1: Expand dance vocabulary with movement experiences in time.

Standard 3: The student will improvise, create, perform, and respond to movement solutions in the art form of dance.

Objective 1: Explore the process of making a dance.

Objective 2: Create and discuss movement solutions derived from movement exploration.

Standard 4: The student will understand and demonstrate dance in relation to its historical and cultural origins

Objective 3: Make connections between dance and other disciplines.

b. Create a dance project that reveals understanding of a concept or idea from poetry or literature

Behavioral Expectations: (3 minutes)

We have two rules for class today:

1. Always keep space around yourself. Never touch anyone else, the walls, or the steps unless I ask you to.
2. When the music or the drumming stops, you must freeze!

Let's practice. When the music starts, gallop around the room, but when it stops you must freeze! Don't move even one eyelash!

Experience/Identify: (7 minutes)

Beat

In your body you have a pulse. What makes that pulse? Your heartbeat. Can you find your pulse on your neck or wrist? Can you walk to the beat of your pulse? In music, what is a beat? It is the pulse of music. When I turn on the music, I will beat the pulse, or beat, of the music with my drum. Walk on every single beat. Do not miss a beat, and do not walk in between the beats!

Rhythm

What is a rhythm? It is the combinations of long and short, or sound and silence. I will clap a rhythm, and you repeat. (Begin simply, then try more complex). Can you repeat my rhythm without clapping your hands together? What other body parts can you use (encourage the use of feet, slapping knees, vocal noise, etc.)?

Explore/Investigate: (20 minutes)

Beat and Subdivision

Teach students clapping sounds for each of the following notes in 4/4 time: whole, half, quarter, and eights. For example, on a whole note, students clap on the first beat and keep moving their hands apart from each other on beats two, three and four. On a half note, students clap on one and bring one hand out on two as if opening a book. For a quarter note, students clap on every beat going up and down. For eighth notes, students will clap twice every beat, making a circle in the air in front of them, as if going around a clock.

Practice doing these movements to music, then divide the class into two groups and have each group try a different rhythm. If the class is able, have four groups making each rhythm at the same time.

Rests

In music, a rest is when the music stops and there is silence. Since dance usually doesn't make noise, what would a rest be in dance? Instead of just being silent, dancers would be still. Let's try resting, or freezing. First, move for eight counts making clapping and slapping noises with our bodies. Then, hold still in an interesting shape for eight counts. Repeat with every four counts and every two counts.

Read and discuss *Ragtime Tumpie* by Alan Schroeder. While reading, tell students a little bit about the history of Ragtime. It began in the 1890's and was a popular kind of music right before jazz music. People loved to dance and have fun with this music playing. It was most popular among African Americans, especially those living in St. Louis and Harlem.

Create/Perform: (10 minutes)

In *Ragtime Tumpie*, whenever Tumpie heard ragtime music, she could not help but to dance! Then when she danced for the town, she won the dancing competition. Your assignment is to create your own dance that has resting, or stillness and body percussion. If you were Tumpie, how would you dance?

While students are working, play Ragtime music and help those who seem confused or frustrated. Have students perform in small groups of four to six.

Connect/Analyze: (5 minutes)

How can music inspire you to dance? Why is it important to be able to find the beat in music? Do you like to freeze or rest? Do you like watching freezing in movement?