

Creative Dance Lesson Plan on Musical Beats and Rhythm

Grade: 4-6th

Length: 45 minutes

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Student Learning Outcome: The students will demonstrate how to create audible rhythms in dance by using stomping, clapping, and vocal expression and will notate some of those rhythms.

Equipment Needed: Hand Drum; CD player; CD with creative dance music; a clip of a Steppin' performance (ex. <http://www.youtube.com/watch?v=r7ErwbyUnu0>)

Utah Fine Arts Core – Music

Standard 3: Creating The student will create music through improvising, arranging, and composing.

Objective 3: Use the staff system to document arrangements and compositions limited rhythmically to beamed sets of 4 sixteenth notes, whole note/rest, half note/rest, dotted half note, quarter note/rest, and eight note pairs.

Utah Fine Arts Core -- Dance

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

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

- b. Clap and move on the beat of slow, medium, and fast tempi. Move twice as fast or twice as slow in each tempo, making the movement larger or smaller.

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!
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Experience/Identify: (22 minutes)

Identifying the Musical Beat

Count the beats of this song with me: 1, 2, 3, 4, 1, 2, 3, 4. Walk to the beat of the music. Walk on every beat; do not go faster or slower. March to the beat. Skip, gallop, slide, crawl, army crawl, etc. Walk on every beat but the threes, 1, 2, hold on 3, 4, 1, 2, hold on 3, 4. Give students rhythmic challenges: move on every other beat; freeze on every second count; walk twice as fast as the beat in the music; walk up high for four counts, then low for four counts; turn for two counts, jump for two counts.

Note Values

Review the note values of whole, half, quarter, and eighth notes, using visual aids.

Assign movement to each note. For example:

Whole Note: slow sink to the ground for four counts

Half Note: turn to the right for two counts, turn to the left for two counts

Quarter Note: jump side to side, one jump on every beat

Eighth Note: jumping jacks, half a jumping jack for every eighth note
Call out a note value, and students will perform the assigned movement. Individually create a new sequence with the note value movement (i.e. half note, eighth note, whole note, quarter note) and notate it on a sheet of paper. Students could also each have a set of note cards, one for each note value, and re-arrange them according to their movement sequences.

Explore/Investigate: (10 minutes)

Steppin' Clip

Watch a clip of Steppin'. How did the dancers use their bodies to create rhythms? (Stomping, Clapping, Slapping, Vocals). How else could you use your body to create a rhythm? (Finger Snapping, Tongue Clicking, Other noises made with the mouth, Sliding palms across each other).

Call and Response

I will clap a rhythm, you clap it back. Practice several times with four count rhythms. Now, I will clap a rhythm, you create that rhythm with your body, without clapping. Encourage creativity and continue this exercise until students are comfortable creating noise with body parts other than clapping and stomping.

Create/Perform: (8 minutes)

Create Your Own Steppin' Inspired Dance

On the count of three be standing shoulder to shoulder with a partner. With your partner, create a dance that has at least one slap, one clap, one stomp, and one vocal expression. Be creative! You have five minutes.

Have three to four partnerships perform at a time in front of the class. Ask observers to identify something in the choreography they are watching. Questions could include:

1. Did the partnership have a stomp in the beginning, middle, or end of their piece?
2. Replicate a rhythm you saw performed.
3. How many times did the partnership you watched clap?
4. What noise did the partnership create using their mouths?
5. For how many beats did the partnership dance?

Connect/Analyze: (2 minutes)

How does finding the beat in music help you to create rhythms? What were some of the rhythms in your own steppin' dance? Could you notate them on the board?