

## **Creative Dance Lesson Plan on Time (A.M. vs. P.M.)**

**Grade:** 2nd

**Length:** 45 minutes

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**Student Learning Outcome:** The students will demonstrate an understanding of the difference between a.m. and p.m. times by identifying what they do at certain times of day vocally and through movement.

**Equipment Needed:** Hand Drum; CD player; creative dance music; Picture of an alarm clock or other digital clock; Large teaching clock with moveable hands; Three pictures of analog clocks at different times.

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### **Common Core: Mathematics**

**Domain:** Measurement and Data

**Standard 7:** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

### **Utah Fine Arts Core – Dance**

**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.

### **Behavioral Expectations: (2 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: (13 minutes)**

Every day almost everyone in the world does two things: we all wake up, and we all go to sleep. We wake up in the morning, or in the a.m. and stretch! Everyone stretch with me. Can you stretch your arms? legs? eyebrows? toes? In the night time, or in the p.m., we collapse into bed. Everybody try a collapse! Your whole body can collapse, but what else can collapse? Your arm? Head? Elbow?

Discuss the difference between A.M. and P.M. times and why we are moving in particular, representative ways.

A.M. and P.M. Lands

Divide the classroom in half with either an imaginary line or masking tape on the floor. One side of the room will be "A.M. land" and the other side will be "P.M. land." In A.M. land, students will explore stretching or expanding movements, and in P.M. land, students will explore collapsing movements. Encourage students to move from land to land at their own timing.

We already talked about waking up and going to sleep. What else do you do during the day? Let's look at the clock. What time does a day start? What do you do during A.M. hours? Can you make a shape that shows me something you do during A.M. hours?

How can we make interesting shapes? Can you turn your shape upside down? Move your shape to a new level?

During the A.M. hours, we all go to school. Everyone march around the room. March high and low. Can you do turning marches? Huge marches?

Next explore shapes representing what students do in the p.m. hours.

### **Explore/Investigate: (15 minutes)**

How many hours is one day divided into? When time does a new day start? (12:00 am or midnight). What time does a day end? (11:59 pm) When the music starts, I will call out a time of the day, for example, 3 o'clock in the morning. You have to decide if that is in the a.m. or the p.m. and then do either stretching, growing, expanding movements for a.m. or collapsing, shrinking movements for p.m.

Let's try this again, but this time, I will call out a time of the day, and you will freeze in an interesting shape that shows me what you do at that time of the day.

On a clock, the short hand points to which hour it is, and the long hand points to which minute it is. You can see on this clock that there are the numbers one through twelve. If the short hand, the hour hand, is pointing to a five, that means it is five o'clock. What if the minute hand is pointing to the five as well? Does that mean it is 5:05? Why aren't there sixty numbers on the clock? Each number represents five minutes, so to figure out what minute the long hand is pointing to, you just have to count by fives. So if the long hand is pointing to the three, count by five three times: five, ten, fifteen.

Let's try showing what time it is with our arms as if they were the hands of a clock. Everyone hold your right hand out in front of you. That hand is the hour hand. Bend at the elbow so it is shorter than your other arm. Put your hour hand out at three o'clock (mirror them to help students find the correct direction). Now put your left hand straight above your head. Your left hand is your minute hand. What time are your hands showing right now? (3:00). I will make a time on the clock. When I beat the drum, show me that time with your hands. Try doing this by calling out the time instead of showing it. (Remember to use times that do not make students cross their arms (hours 12, 1, 2, 3, 4, 5, and 6 and minutes that are to the left of the hour number).

### **Create/Perform: (10 minutes)**

We know there are 24 hours in a day, but when you look at a clock, there are only 12 numbers. Why is that? (Because there is an a.m. and a p.m. for each number and  $12 \times 2 = 24$ ). So if I am looking at a clock, how do I know if it means the a.m. or the p.m. time? If it is a digital clock, the kind that says the numbers and does not have hands to tell the time (show picture of an alarm clock), sometimes it will say a.m. or p.m. in the corner. However, for an analog clock (show teaching clock), it won't tell you whether it is a.m. or p.m., you just have to know by how it looks outside or what you are doing at that time.

Put three pictures of clocks at different times up on the wall. Make sure students understand what times the clocks show. Let's make a dance about what we do at different times during the day. Without saying a word, each of you choose if you want the time shown on each clock picture to be a.m. or p.m. If you decided the first clock is an a.m., first you will move in stretching, expanding ways, then make a shape showing me what you do at that time of day. For the next time, if you decided it was p.m., you would move in collapsing, shrinking ways, then make a shape showing me what you do at that time of day. So your dance will go like this: move, shape, move, shape, move, shape.

Let's practice all together one time. When the music starts I will say a time; then move in your a.m. or p.m. way for that time. Next, when I say shape, make that time's shape. Practice together each time's section individually, then try it all together.

**Connect/Analyze: (5 minutes)**

Show student's creations in small groups of 5-7 students. Ask watching students to pick one dancer to watch and see if they can tell if the dancer chose a.m. or p.m. for each time and what they do at that time.