

Creative Dance Lesson Plan on Musical Canon

Grade: 2nd

Length: 45 minutes

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Student Learning Outcome: The students will demonstrate understanding of the canon as a musical and choreographic device through creation and performance of a movement canon.

Equipment Needed: Hand Drum; CD player; CD with creative dance music

Utah Fine Arts Core – Music

Standard 1 (singing): The student will develop the voice and body as instruments of musical expression.

Objective 1: Demonstrate ability to sing in tune on an assigned part, with expression and free from strain.

- c. Judge success in singing an assigned part in rounds, call and response, and spoken/sung accompanying chants.

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!

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: (15 minutes)

In music, what is a canon? Did you know the word "canon" is a homophone like we learned about a couple weeks ago? A musical canon is a round. It is where two or more parts sing the same song, or play the same notes, starting at different times. Does anyone know at least one song that is sung in a canon. Can you think of any?

Sing "Row, Row, Row Your Boat" together as a class. Explore movements that could be inspired by the words. What does row mean? Is rowing easy? Or does it take a lot of strength? Try rowing through the space. Can you row up high and down low?

What about gently? How can you move gently? Can you run gently? Twist gently? Try rolling gently. Explore emotions in shapes and movement for “merrily”. For “stream”, students can roll across the floor, tumbling like water over rocks. Continue exploring the words of the song as time permits.

Explore/Investigate: (10 minutes)

Listen to Canon in D (Pachelbel’s Canon). Canon in D has counter melodies and canons. A counter melody is when there are two melodies in a song. Discuss why there may be two melodies in the song. A counter melody often sounds like a musical conversation. One instrument plays, then the next instrument, almost like they are talking to each other.

On the count of four, be standing shoulder to shoulder with a partner. With your partner have a silent movement conversation. Can you tell your partner about your favorite game to play by just moving? Think of your favorite game and ways that you can move about it. The shorter partner will go first. Move for just a few seconds, then let your partner dance back to you. Dance back and forth as if you were talking in a conversation.

Create/Perform: (15 minutes)

As a class, create movement to go with the song “Row, row, row your boat.” Once students know the movement, try singing and dancing the song in a two-part canon.

Connect/Analyze: (3 minutes)

Does canon make music more interesting? Do you like listening to canons? Is it hard in dance? Do you think it looks better than if we all do the same thing?