Grade 2 Dance Lesson #5

**Time**

**Beat and Rhythm**

Lesson-at-a-Glance

**Warm Up**

In a circle clap, slap, march, stomp and perform simple hand and arm movements to a song with a strong beat.

**Modeling**

Discuss beat and rhythm. Tap on the desk lightly to show weak beats, pound heavily to show strong beat. Arrange beats into a rhythm. Play on a drum even (walk), uneven (skip and gallop), fast and slow rhythms.

**Guided Practice**

Arrange students in groups of four and create representations of four beat sequences with multiple rhythms in both personal and general space.

**Debrief**

Assess group performance using individual flash cards, and criteria and rubric.

**Extension**

Recognize the rhythmic pattern in poetry and create movement.

**Materials**

Visual Representation of Beats Flash Cards  
Group Performance Criteria and Rubrics 1 and 2  
CD Player  
Video Camera

**Assessment**

Discussion, Performance, Q&A, Criteria and Rubric, Visual Representation of Beats Flash Cards

**ELA Standards Addressed**

*Reading Comprehension: 2.2 Use the purpose in reading, (i.e., tell what information is sought).*  
*Literary Response: 3.4 identify the use of rhythm, rhyme, and alliteration in poetry.*
DANCE – GRADE 2  
TIME

# BEAT AND RHYTHM  
Lesson 1

This lesson may need to be taught in two class periods due to the length of the lesson and difficulty of the concepts (especially without prior music instruction).

## CONTENT STANDARDS

1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).

4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).

## TOPICAL QUESTIONS

- How do I arrange beats into a rhythm and show through movement?

## OBJECTIVES & STUDENT OUTCOMES

- Students will create and repeat movement phrases that emphasizing beats in rhythmic patterns.

## ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
  - Group Choreography and Performance Criteria and Rubric (included)
  - Student response to inquiry
  - Performance

- **Feedback for Student**
  - Teacher feedback
  - Peer feedback

## WORDS TO KNOW

- **beat** - an element of time that rhythmically repeats and is steady.
- **tempo** - an element of time depicting specific speed of a dance; the pace of which a dance moves according to the underlying beat of the music.
- **rhythm** - an element of time depicting structure of movement patterns, pulses or beats; the dance pattern produced by the emphasis and duration of notes is music.

## MATERIALS

- Group Performance Assessment (included)
- Visual Representation of Beats Flash Cards
- Video Camera (optional)
- CD Player
- CD’s:
  - “Up & At ‘Em”
  - “Totem Pole”

## RESOURCES

- *Music for Creative Dance*, by Eric Chappelle Composer; “Up & At ‘Em”, “Totem Pole”

## WARM UP (Engage students, access prior learning, review, hook or activity to focus the
student for learning)

- Arrange class in a circle.
- Play a familiar song with a strong beat (Marches are good). Clap hands, stomp feet, slap legs, etc. to the music. Allow students to move their body in personal space while clapping.
- Have students stand and march to the beat. Raise arms, clap hands and march in place, move in general space, etc.
- Tell students that they just performed to a **steady beat**.
- Repeat above exercise and do a strong movement on one of the beats (e.g. beat 1 by clapping hands, raising arms…hold beats 3-4. Clap or raise arms on beats 1 and 3, hold 2 and 4, etc.)
- Tell students that when we emphasize a beat with a strong movement that is called an **accent**.
- To emphasize, create a conga line while students roll arms and throw one hand up in the air on beat 4…roll, roll, arms up, etc.

**MODELING** *(Presentation of new material, demonstration of the process, direct instruction)*

**Part One**

- Review beat, accent and **introduce rhythm** (a pattern of beats).
- Tell students they are going to explore a variety of rhythms and they will respond by using appropriate movement in personal and general space.
- Using a drum, clapping your hands or tapping on an object, create rhythms for **freeze and hold** (drum beat on count 1, silent 2-4), **elephant walk – slow stomp** (drum beats on counts 1 and 3 silent on beats 2 and 4, slow stomp), **regular walk** (drum beats on 1, 2, 3, 4), **gallop or skip** (drum beats on 1 and 2 and 3 and 4 and), and **mouse run – (fast tiptoe)** (drum beats quickly 1 e-and-ah, 2 e-and-ah, 3 e-and-ah, 4 e-and-a).
- Ask students to find their personal space and play rhythms from the slowest to fastest for 4 sets of 4 beats (16 counts total) for each rhythm. Perform movement in either personal or general space for each set of rhythms.
- Change the order of the rhythms (e.g. mouse run, elephant walk, mouse run, normal walk, freeze and hold).
- Change the number of beats you will use for each rhythm. When you stop playing, the student must **freeze**.
- Pay close attention to any anticipation, hesitation and **body control**, Encourage students to control **balance** when changing speeds or freezing.

**Part Two**

- Combine movement combinations in both personal and general space while playing varying rhythms (slice the air in personal space with mouse run on the fast rhythm, create a frozen shape at a different level each time on the freeze and hold slowest beat).
- Create 2 or 3 more combinations.

**GUIDED PRACTICE** *(Application of knowledge, problem solving, corrective feedback)*

**Part 1**

- Divide the room in half designating one side as **Steady Beat Land**, the other side as **Rhythm Land**.
- Have all students review steady beat (normal walk). Practice in personal and general space.
- Continue to play a steady beat and prompt students to mouse run, skip, freeze and hold, elephant walk, gallop, and normal walk. Students must get used to hearing the steady beat and dancing in rhythm.
- Ask students to march in place, normal walk, or use another axial movement while you play varying rhythms. Students MUST maintain steady beat when they hear the rhythm played.
- Once students understand beat and rhythm, divide the class in half and place them in either **Steady Beat or Rhythm Land**.
- Select a movement in **personal or general space** and tell students they must keep the steady beat at all times, even when they hear the rhythm change. E.g., students in **Rhythm**...
*Land* will perform movement in general space (gallop, freeze and hold, etc.) with the rhythm of the drum and students in *Steady Beat Land* will perform movement in personal space (bounce, march, etc.) with steady beat of the rhythm being played.

- Switch groups and repeat.
- Remind students that in *Steady Beat Land*, the movement must be steady and not in rhythm with the drum.

**Part Two**

- Review accents and have students perform shapes on a certain beat within a group of 4.
- Freeze and hold on beat 1, create two shapes instead of *Elephant Walk* on beats 1 and 3; throw arms up in the air on beat 4 (as in a conga rhythm).
- Perform these in combinations in personal and general space (e.g., *Elephant Walk* for 4 beats create shapes for 4 beats, repeat walking and shapes. Add level and direction changes.
- Combine rhythms and accent (Clap for 8 beats, slide for 8 beats, freeze and hold for 8 beats). Repeat.

*Option:* If students are ready, create a flocking exercise where 4 groups create movement for steady beat, accent on 1, 1 and 3, and fast rhythm. Each group starts in one corner of the room. Group 1 begins, group two starts on the 3rd set of beats, group three starts on the 5th set of beats, and group four starts on the 7th group of beats. The exercise can be repeated until the rhythms fall apart or feel free to stop and start as often as needed until the rhythms are clearly seen.

**DEBRIEF AND EVALUATE** *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?)*

- Review the meaning of beat and rhythm.
- Sit students in a circle. Play a few pieces of music and ask them to find the steady beat by clapping hands or patting thighs.
- Add another movement to the beat (tilt head from side to side, lift and lower hands or shoulders, move elbows, etc.
- Playing the drum select movements and play varying rhythms. Ask students how it feels to do movement when rhythm is fast (hard, tiring, rushed, etc.) and when it is slow (boring, tired, etc.).

**Day Two Option 1 – Assessment: Creating rhythms with Visual Representation**

- Use Group Performance Rubric #1
  1. Make copies of the Visual Representation cards and distribute two cards to each group of 4 students.
  2. Ask students to identify the type of rhythm and create two sequences (2 groups of 4 beats, totaling 8 beats) for each rhythm card.

**Day Two Option 2 – Assessment: Creating Beat and Rhythm Sequences**

- Use Group Performance Criteria and Rubric #2.
  - **Criteria:**
    1. Groups of four students create two four-beat sequences done twice in succession (2 groups of 4 beats each for a total of 16 beats).
    2. Section 1 movement must emphasize steady beat, section two movement must show a contrasting rhythm.
    3. Make changes as prompted in size, level, shape or direction.

**EXTENSION** *(Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.)*

- Students draw representations of strong and weak beats using a series of pictures or shapes.
- Clip images from a magazine and arrange them into groups demonstrating strong and weak beats.
• Literacy Connection
  o Recognize the rhythmic pattern in poetry and create movement. E.g. translate simple nursery rhymes from familiar poems into movement (e.g., Humpty Dumpty is interpreted as 2 stanzas of galloping, 1 stanza (4 counts) of mouse running and 1 stanza of galloping. (Have students gallop forward on stanza 1 (4 counts), change direction and gallop on stanza 2 (4 counts), stanza 3 (4 counts) mouse run in a circle, stanza 4 (4 counts) gallop in another direction freeze on count 4.
  o Recognize words with emphasis and strength in text.
  o Write a brief narrative using two or three strongly emphasized words.
Visual Representation: Beat and Rhythm with Description

1 2 3 4 *Normal Walk – Steady Beat*

1 2 3 4 *Freeze and hold*

1 2 3 4 *Elephant Walk*

1 and 2 and 3 and 4 and *Gallop or Skip*

1 e and ah 2 e and ah 3 e and ah 4 e and ah *Mouse Run*
Visual Representation Flash Cards: Assessment Option #1

1 2 3 4

1   2   3   4

1 2 3 4

1 and 2 and 3 and 4 and

1 e and ah 2 e and ah 3 e and ah 4 e and ah
## Assessment #1 – Beat and Rhythm

**Criteria:**
1. Rhythm is identified correctly
2. Two four-beat sequences done twice in succession (2 groups of 4 beats each for a total of 16 beats).
3. Repeat sequences and make changes as prompted in size, level, shape or direction.

3 **Proficient:** Group identified each rhythm and represented two four-beat phrases with movement. Dancers made changes as prompted with little or no coaching.

2 **Basic:** Group identified each rhythm and represented two four-beat phrases with movement with some coaching. Dancers may hesitate and need some side coaching throughout exercise.

1 **Approaching:** Group had difficulty interpreting and creating sequences and needed heavy coaching from peers or teacher.

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Group Performance Criteria and Rubric – Beat and Rhythm Dance

Criteria:
1. Two four-beat sequences done twice in succession (2 groups of 4 beats each for a total of 16 beats).
2. Section 1 movement must emphasize steady beat, section two movement must show a contrasting rhythm.
3. Make changes as prompted in size, level, shape or direction.

3 Proficient: Group created two four-beat phrases with an accent movement showing one with steady beat movement and the 2nd showing a contrasting rhythm. Each phrase was repeated twice in succession. Dancers made changes as prompted with little guidance.

2 Basic: Group created two four-beat phrases sequences but contrasting rhythms not clearly noted. Each phrase was repeated twice in succession. Dancers hesitated and needed side coaching throughout exercise.

1 Approaching: Group had difficulty creating sequences and needed modeling from peers or teacher.

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