

Grade 2 Dance Lesson #6

Folk/Traditional Dance Progression (or Chain) Dance and Structure

Lesson-at-a-Glance

Warm Up

Ask students if they have ever danced in any type of line dance at a family or cultural celebration. Discuss steps and patterns they remember.

Modeling

Discuss the function and tradition of *Line* dance to cultures. In a long line and holding hands, lead students around in general space using a walking step to music in steady beat.

Guided Practice

In two or three smaller groups, select a body movement (stomp, clap, turn, sway, etc.) and add it to the walking step. Each step is eight beats long. Repeat the 16 beat phrase over and over while leader guides the line in general space.

Debrief

Review criteria for Checklist assessment. As a group discuss what a progression dance is and how it is different from a line dance. Discuss the possible function of a progression.

Extension

Using a short story, fable or fairy tale, clearly define the hero, the purpose, outcome and/or moral of the story. Discuss the types of movements and patterns that could be done by the hero in a celebratory procession dance. Create and perform a dance.

Materials

Progression Dance Performance Checklist (included)
Body Movement Chart (included)
CD player and CD's: "Ayazein", "Uskudar", "Mayim"
Video Camera (optional)

Assessment

Discussion, Performance, Q&A, Progression Dance Checklist, Body Movement Chart

ELA Standards Addressed

Reading Comprehension: 2.2 State the purpose in reading, 2.3 Use the knowledge of the author's purpose(s) to comprehend informational text, 2.5 Re-state facts and details in the text to clarify and organize ideas
Writing Applications 2.1 Write brief narratives based on their experience.

**DANCE – GRADE 2
FOLK/TRADITIONAL DANCE**

**Progression (or Chain) Dance and Structure
Lesson 8**

CONTENT STANDARDS

- 2.1** Create and improvise movement patterns and sequences.
- 3.3** Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movements).
- 2.7** Work cooperatively in large and small groups.

TOPICAL QUESTIONS

- What is a progression dance?
- How do I work with others to create and dance a progression?

OBJECTIVES & STUDENT OUTCOMES

- Students will work with peers to create and perform a progression dance with repeated movement phrases and rhythmic patterns.
- Students will identify traditional folk dance form, patterns, and historical significance.

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

- **Feedback for Teacher**
 - Progression Dance Checklist (included)
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher feedback
 - Performance

WORDS TO KNOW

- **pathway** - a line along which a person or a part of the person, such as an arm or head, moves (e. g., her arm took a circular path, or he traveled along a zigzag pathway).
- **procession** – a group of people moving in a line lead by a leader as part of a celebration.

MATERIALS

- Progression Dance Performance Checklist (included)
- Body Movement Chart (included)
- CD Player
- CD's:
 - "Ayazein", Egypt
 - "Uskudar", Turkey
 - "Mayim" and "Ve David", Israel
- Video Camera (optional)

RESOURCES

- Folk Dance Music Ayazein", "Uskudar", "Mayim", and "Ve David" available at the SDCS VAPA office
- *Dance A While: Handbook of Folk, Square, Contra, and Social Dance*, by Jane A. Harris is available from Amazon.com or at the SDCS VAPA office

- *Line Dance* http://en.wikipedia.org/wiki/Line_dance

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

- Ask students if they have ever danced in any type of **line** dance at a family or cultural celebration (bunny hop, chicken dance, Macarena, Country-Western, etc.).
 - "Which steps do you remember doing in the dance?"
 - How do you think dancing in a straight line is different than dancing in a circle?
 - "In what kind of formation or pattern did you dance?" (Couples, lines without touching anyone, follow the leader, etc.).

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

Procession Dance (*students may also remain in circle formation for these concepts*)

- Discuss the function and tradition of *Line* dance to cultures.
- A **procession** (or *chain Dance*) is derived from the circle dance. The circle is broken and a line of dancers begin to move and travel (ask students what is the dance vocabulary word: locomotor movement) from one place to another (ask students the vocabulary word general space) while holding the hands. In old times, it was thought that magic or good luck from the circle could be distributed over a large area. Anyone could dance this dance: boys, girls, or combination of boys and girls.
- Make sure you have ample space.
- Teacher as the leader, line students up in a line and hold hands.
- Walk slowly starting with the right foot as you lead the students through several pathways in general space (over, under, curved, circling, etc.).
- Play music and practice walking with steady beat. Repeat several times.
- Identify a student as the leader and have that student lead the class in pathways around the room.
- Play music and practice walking with steady beat.

Music: "Uskudar"

- Ask "Why do you think people changed to line dance from circle dance?"
- Answers can include:
 - "We lost touch with our communal nature. People felt more isolated from one another"
 - "Dance became more social and less formal."
 - "The circle became opposing lines and squares, then broke into couples, until it broke apart and everyone was dancing alone."

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

Procession Dance

- Post the list of body movements included with this lesson.
- Ask a student to select a single movement from the list (e.g. sway, stomp, step-kick, clap, etc.) to add to the walking step.
- Perform a **procession** dance: eight beats of walking, eight beats of a body movement. Repeat dance at least six or eight times as the leader travels in pathways around the room.
- Arrange students into two or three smaller groups.
- Ask each group to think of one body movement to add to the walk. Perform for 16 beats (eight + eight beats) and repeat six or eight times with the leader traveling around the room.
- Change leaders if desired and repeat.
- Videotape Dances.

Music: "Uskudar", "Ayazein" or "Mayim"

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

- As students are dancing assess each with the Checklist. Check to see that: each student:
 - Maintains personal space

- Memorizes the two-part sequence
- Performs the steps correctly
- Maintains steady beat
- Leader should be assessed on ability to lead and guide dancers in general space: over, under, circling, etc.
- “What is procession dance?”
- “What are the similarities and differences between procession and circle dance?”
- “What was challenging about performing a progression dance?”
- “What did you enjoy most about progression dance? Why?”
- “Which did you like best, circle or progression dance? Why?”
- “Can you infer to why a group of people would choose to do a progression dance? What purpose would a progression dance serve?” (*Answers could include display of leadership, guidance, showing the way, etc.*).

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.*)

- Research a culture and create a procession dance.
- Using a short story, fable or fairy tale, clearly define the hero, the purpose, outcome and/or moral of the story. Discuss the types of movements and patterns that could be done by the hero in a celebratory procession dance. Create and perform a dance.



Assessment Checklist – Progression (Chain) Dance

[illegible]

BODY MOVEMENTS

Sway

Rock

Stomp

Kick

Turn and
clap or shake
hands

Slide

Kick