

Grade 2 Dance Lesson #3

Time Beat and Tempo

Lesson-at-a-Glance

Warm Up

Select an activity or chore and create movement for that activity. Do at a fast speed and at a slow speed while the other watches.

Modeling

As a group, select a single movement (e.g. start standing and spin to the ground) and do this movement for 16 beats. Speed up the movement by reducing the number of beats by one half. Continue to reduce the number of beats by half until the movement is a single beat motion or shape. Reverse the movement and increase the number of beats.

Guided Practice

In pairs create a two-part dance (one part in personal, the other part in general space) that will be done simultaneously in 16 beats. Lengthen or shorten the number of counts and discuss what happens to the movement (speed up with less beats, slow down with more beats).

Debrief

Discuss the criteria and rubric for the Beats and Tempo performance and use as pairs perform. Discuss what happens to the movement when beats are added or taken away.

Extension

Create a dance from a poem or short story that can be divided into three sections. Identify character, setting, and sequence and create movement for each of the three sections in 16 counts. Reduce the number of counts to show tempo change. Discuss the importance of abbreviation and the use of descriptive words to add length and meaning to a story.

Materials

Beats and Tempo Criteria and Rubric
CD Player and Music
Video Camera and/or Digital Camera

Assessment

Discussion, Performance, Q&A, Criteria and Rubric

ELA Standards Addressed

Literary Response and Analysis: 3.1 Compare and contrast plots, settings, and characters presented by different authors.

Writing Strategies: 1.1 Organization and Focus Group related ideas and maintain a consistent focus.; 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

Listening and Speaking: 1.8 Retell stories including characters, setting and plot.

DANCE – GRADE 2 TIME

Beat and Tempo Lesson 2

CONTENT STANDARDS

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

TOPICAL QUESTIONS

- What are beats and how do I use them to show time and tempo in dance?
- What happens when beats are increased or decreased in a dance?

OBJECTIVES & STUDENT OUTCOMES

- Students will demonstrate the use of space (personal and general, levels and shapes) in a variety of ways.
- Students will demonstrate a steady beat to music for a specific number of counts.
- Students will demonstrate movement sequences that combine time, space and force/energy.

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

- **Feedback for Teacher**
 - Assessment Criteria Beat and Tempo (included)
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher feedback
 - Performance

WORDS TO KNOW

- **beats** - pulses that indicate rhythm; counts
- **time** - an element of dance involving rhythm, phrasing, tempo, accent, and duration.
- **tempo** - the speed of music or dance

MATERIALS

- Hand made activity cards (made of construction paper or on 5" x 7" index cards): sweeping the floor, washing windows, walking the dog, running the dog, making the bed, dusting furniture, putting toys away, making a sandwich, etc.
- CD player
- CD's:
 - "Islands"
 - "Chirpa Chirpa"
 - "Tempo Tantrum"
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RESOURCES

- *Music for Creative Dance*, by Eric Chappelle; "Islands", "Chirpa Chirpa", "Tempo Tantrum"
- *Music and Movement in the Classroom Grades 1 and 2*, by Steven Traugh, "Eensy Weensy Caterpillar", pg 51, CD #2

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

- Review **beat and rhythm** from lesson #1.
- Give each pair of students an activity or chore (e.g. washing the windows).
- Ask pairs to take turns practicing (one minute) that activity or chore at a fast speed and at a slow speed while the other watches. Prompt students when to change tempo. Switch partners and repeat.
 - “What happened to the movement when you changed speeds?” (Did you get out of control or tired? Was the movement blurred or too quick to execute?).

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

- Give students a simple 16-count movement to perform in personal space (start at a low level and move to a very high level, spiral to the ground from high level to low, etc.).
- Play a drum or simply count to 16 while students perform a simple movement.
 - It should take students all 16 counts to complete the movement.
- Repeat the same movement for 8 counts, then 4 counts, 2 counts and 1 count.
- Try reversing the direction of the movement. (e.g., Go from a high level to a very low level or from a low level and spiral to a high level.)
- Ask the following questions:
 - “How did the number of counts affect the speed of the movement?” (Students recognize that the fewer counts there are the faster the movement has to be performed, and many counts causes the movement to become slower.)
 - “What happened to your body as the movements got faster or slower?” (Students recognize that some times faster movement causes loss of control (balance) and makes movement more difficult to execute and slower movement takes more sustained control (balance). **Both require energy** of different kinds.)
 - What happened as you performed the movement in reverse? What challenges did you face?

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

- Arrange students in pairs and either ask them to choose or label them as partner A and B.
- Partner A will move in **personal space** from low to high in the number of counts you specify. *Students may choose their own axial movement or assign a movement.*
- Partner B will travel in **general space** away from partner A and return back again by the last count. *Students may choose their own locomotor movement or assign a movement.*
- Rehearse both parts separately then together.
- On the last count, both partners are to make a **connected shape showing balance** to complete the dance. The partners must connect in some way (head to shoulder, hand-to-hand, foot to hip, etc.)
- Count out loud and/or play a drum, percussion instrument or use music for a specific number of counts.
- Assign a new movement and see if students can make the change spontaneously without rehearsing.
 - If using music, use a piece that is easy to count. Play the music several times find the steady beat and count 4, 8, 16, 24, etc. beats to the music.
- Switch roles and vary the number of counts (beats) each time you change partners (shorten or increase the number). Students will quickly see that it takes a certain number of counts (beats) to complete certain tasks with success.

Music: Use one or all three songs “Islands”, “Chirpa Chirpa” and “Tempo Tantrum”

Option:

- Add specific locomotor movements or combinations
 - **Partner A** - bend and stretch from the floor to the ceiling; twist and turn from a high to a low level.
 - **Partner B** - hop away from partner and skip back, pose; roll away on a low level from partner and leap back on a high level.
- Call out a specific energy to use (e.g., swifty, shaky, smooth, jerky) while moving in personal or general space
- Match low and high pitches in music to low and high levels of movement. (listening skills)
- Use math equations like 4 counts + 4 counts = 8 counts. Perform movement to a math solution and

end in a shape.

- End all connected shapes in a balancing shape.

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

- “How did the number of counts (beats) affect the speed of the movement?”
- “What happened to your body as the movements got faster or slower?”
- “What was the challenge of moving away from your partner and getting back before the last count?”
- “Did you prefer to use more or less counts (beats) in your dance? Why?”

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.*)

- Create a two-part dance and teach it to a peer. Each section must be 16 beats long. Create a shortened version of the dance by decreasing the number of beats to eight (8), then four (4). Create single frozen shapes to show abbreviation.
- **Literacy Connection:**
 - Create a dance from a poem or short story that can be divided into three sections.
 - Recommendation: *Eensy Weensy Caterpillar* with CD used here.
 - Distribute a copy of the poem and read along as while listening to the CD
 - As a group, discuss the sequence of events, the action, the character and the setting in each section.
 - In Pairs, decide who will dance the part in personal space and which will dance in general space. Also determine who the character will be in each section of the poem. (E.g., In “Caterpillar” the two characters in the first section are the *egg/caterpillar* and a *leafy bush*).
 - Every two lines will represent 8 beats of movement (remember frozen shapes are also counted). The dance in total should consist of 48 beats or three sections of 16 beats.
 - Abbreviate each section into eight (8) counts, then four, two and a single frozen shape.
- Discuss the importance of abbreviation and in contrast why descriptive language that extends an idea is important to good writing and communication.

