

2015-2016

Teacher Stacey Stults	Subject Music K-5	Nov. 23, 24, 2015 Colonial Dance – all classes combined		
KY Core Content Standards	Learning Target		Procedures/Activities	
<p>5th and 4th -</p> <p>AH-5-SA-S-Mu2 Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-5-SA-S-Da1 Students will analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology</p> <p>AH-5-SA-S-Da2 Students will use the elements of dance in creating, copying and performing patterns of movement independently and with others</p> <p>AH-5-HA-S-Da2 Students will associate dances they observe or perform with the Colonial American period in history; describe how dances reflect the Colonial American time period (e.g., social dances, square dancing)</p> <p>AH-5-HA-S-Da3 Students will describe the dance of specific cultures using dance terminology</p> <p>AH-5-PA-S-Da1 Students will be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others</p> <p>AH-5-PA-S-Da2 Students will perform traditional folk dances, square dances and ethnic dances (Native American, West African/African-American, Early American and folk)</p> <p>AH-5-PA-S-Da3 Students will use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others</p>	<p>5th</p> <p>I will be able to:</p> <ul style="list-style-type: none"> Perform a colonial dance in a long way set with a partner Identify music, dance, and dance terms of the colonial time period <p>Modifications/Accomodations: Teacher assistance or peer tutoring Prompting/cueing</p>		<p>Vocabulary: colonial, long way set, set, right hand turn, left hand turn, back to back, sashe, cast off, reel, head couple</p> <p>Instructional Method: Guided Discussion, Visual/technology, Direct instruction, Demo/hands-on, small group, partner, large group</p> <p>Activities/Strategies: The teacher will lead a discussion on colonial culture/ European influence on dance and music. Teacher will review dance rubric (on power point) that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The teacher will give direct instruction and model each dance movement for the Virginia Reel. The classes/ groups will demonstrate each part of the Virginia Reel with the teacher calling out the name of the movement. The classes will perform the Virginia Reel with appropriate colonial music.</p> <p>Assessment: observation of student performance, dance rubric</p>	
	<p>4th</p> <p>I will be able to:</p> <ul style="list-style-type: none"> Perform a colonial dance in a long way set with a partner Identify music, dance, and dance terms of the colonial time period <p>Modifications/Accomodations: Teacher assistance or peer tutoring Prompting/cueing</p>		<p>Vocabulary: colonial, long way set, set, right hand turn, left hand turn, back to back, sashe, cast off, reel, head couple</p> <p>Instructional Method: Guided Discussion, Visual/technology, Direct instruction, Demo/hands-on, small group, partner, large group</p> <p>Activities/Strategies: The teacher will lead a discussion on colonial culture/ European influence on dance and music. Teacher will review dance rubric (on power point) that the students help create and</p>	

<p>AH-5-PA-S-Da5 Students will demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way</p> <p>AH-5-HA-S-Mu2 Students will associate music they listen to or perform with the Colonial American period in history; describe how the music reflects the Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences)</p>		<p>remind that they will be evaluating themselves and their group based on the rubric. The teacher will give direct instruction and model each dance movement for the Virginia Reel.</p> <p>The classes/ groups will demonstrate each part of the Virginia Reel with the teacher calling out the name of the movement.</p> <p>The classes will perform the Virginia Reel with appropriate colonial music.</p> <p>Assessment: observation of student performance, dance rubric</p>
3rd		
<p>K-3rd</p> <p>AH-P-SA-S-Mu2 Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <p>AH-P-SA-S-Da1 Students will begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology</p> <p>AH-P-SA-S-Da2 Students will use the elements of dance in creating, copying and performing patterns of movement independently and with others</p> <p>AH-P-PA-S-Da1 Students will be actively involved in creating and performing dance alone and with others</p> <p>AH-P-PA-S-Da2 Students will begin to learn how to use</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> • Perform a colonial dance • Identify music, dance, and dance terms of the colonial time period 	<p>Vocabulary: colonial, long way set, set, back to back, sashe, cast off, head couple</p> <p>Activities/Strategies: The teacher will lead a discussion on colonial culture/ European influence on dance and music. Teacher will review dance rubric (on power point) that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The teacher will give direct instruction and model each dance movement for Octobers Cast The classes/ groups will demonstrate each part of Octobers Cast with the teacher calling out the name of the movement. The classes will perform Octobers Cast with appropriate colonial music.</p> <p>Assessment: Observation of students performance, dance rubric</p>
2nd		

<p>knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others</p> <p>AH-P-HA-S-Mu2 Students will begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period</p> <p>AH-P-HA-S-Da2 Students will begin to associate dances they observe or perform with the Colonial American period in history; describe in simple terms how dances reflect the Colonial American time period</p> <p>AH-P-HA-S-Da3 Students will begin to describe the dance of specific cultures using dance terminology</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> • Perform a colonial dance • Identify music, dance, and dance terms of the colonial time period 	<p><u>Vocabulary:</u> colonial, long way set, set, back to back, sashe, cast off, head couple</p> <p><u>Activities/Strategies:</u> The teacher will lead a discussion on colonial culture/ European influence on dance and music. Teacher will review dance rubric (on power point) that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The teacher will give direct instruction and model each dance movement for Octobers Cast The classes/ groups will demonstrate each part of Octobers Cast with the teacher calling out the name of the movement. The classes will perform Octobers Cast with appropriate colonial music.</p> <p><u>Assessment:</u> Observation of students performance, dance rubric</p>
1 st and K		
	<p>I will be able to:</p> <ul style="list-style-type: none"> • Perform a colonial dance • Identify music, dance, and dance terms of the colonial time period 	<p><u>Vocabulary:</u> colonial, set, two hand turn,</p> <p><u>Instructional Method:</u> Guided Discussion, Visual/technology, Direct instruction, Demo/hands-on, small group, partner, large group</p> <p><u>Activities/Strategies:</u> The teacher will lead a discussion on colonial culture/ European influence on dance and music. Teacher will review dance rubric (on power point) that the students help create and remind that they will be evaluating themselves and their group based on the rubric. Students will be put into a square with 4 students on each side. The teacher will give direct instruction and model each dance movement for Drury Lane. The classes/ groups will demonstrate each part of Drury Lane with the teacher calling out the name of the movement.(the sides take turns doing the movements in the dance – tops and bottoms vs. side and side) The classes will perform Drury with appropriate colonial music.</p>