

2015-2016

Teacher: Stacey Stults , Ashley Schuette	Subject Music K-5	Nov. 30, Dec 7th, 2015 Colonial Dance reflection		
KY Core Content Standards	Learning Target		Procedures/Activities	
<p>5th and 4th -</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-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-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>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>5th</p> <p>I will be able to:</p> <ul style="list-style-type: none"> • Reflect on my colonial dance experience • Critique my dance performance • Understand how dance changed over time <p style="text-align: center;"><u>Modifications/Accomodations:</u></p> <p>Teacher assistance or peer tutoring Prompting/cueing</p>		<p><u>Vocabulary:</u> colonial, long way set, set, right hand turn, left hand turn, back to back, sashe, cast off, reel, head couple, steady beat</p> <p><u>Instructional Method:</u> Guided Discussion, Visual/technology, Direct instruction, small group, large group</p> <p><u>Activities/Strategies:</u> The students will review their colonial dance experience in a large group discussion. The Teacher will review dance rubric that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The students will each fill out an evaluation/ self-reflect form and site evidence for their performance based on the rubric</p> <p>The teacher will lead a discussion on how dance continued to change throughout the colonial period. (video clip examples)</p> <p><u>Assessment:</u> observation of student performance, dance rubric</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>4th</p> <p>I will be able to:</p> <ul style="list-style-type: none"> • Reflect on my colonial dance experience • Critique my dance performance • Describe the style of clothing worn for colonial ballroom dancing and design an outfit accordingly <p style="text-align: center;"><u>Modifications/Accomodations:</u></p>		<p><u>Vocabulary:</u> colonial, long way set, set, right hand turn, left hand turn, back to back, sashe, cast off, reel, head couple</p> <p><u>Instructional Method:</u> Guided Discussion, Visual/technology, Direct instruction, small group, large group</p> <p><u>Activities/Strategies:</u> The students will review their colonial dance experience in a large group discussion. The Teacher will review dance rubric that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The students will each fill out an evaluation/ self-reflect form and site evidence for their performance based on the rubric</p>	

	<p>Teacher assistance or peer tutoring Prompting/cueing</p>	<p>The students will draw/design an outfit for themselves of what they would have worn for their colonial ballroom dance.</p> <p>Assessment: observation of student performance, dance rubric</p>
3rd		
<p>K-3rd</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-PA-S-Da2 Students will begin to learn how to use 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</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> • Reflect on my colonial dance experience • Critique my dance performance • Describe the style of clothing worn for colonial ballroom dancing and design an outfit accordingly 	<p>Vocabulary: colonial, long way set, set, back to back, sashe, cast off, head couple</p> <p>Activities/Strategies: The students will review their colonial dance experience in a large group discussion. The Teacher will review dance rubric that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The students will each fill out an evaluation/ self-reflect form and site evidence for their performance based on the rubric The students will draw/design an outfit for themselves of what they would have worn for their colonial ballroom dance.</p> <p>Assessment: Observation of students performance, dance rubric</p>
2nd		

<p>observe or perform with the Colonial American period in history; describe in simple terms how dances reflect the Colonial American time period AH-P-HA-S-Da3 Students will begin to describe the dance of specific cultures using dance terminology AH-P-HA-S-VA2: begin to associate artworks they experience or create with the Colonial American period in history; describe in simple terms how the art of the American Colonies reflects the Colonial American time period</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> • Reflect on my colonial dance experience • Critique my dance performance • Describe the style of clothing worn for colonial ballroom dancing and design an outfit accordingly 	<p><u>Vocabulary:</u> colonial, long way set, set, back to back, sashe, cast off, head couple</p> <p><u>Activities/Strategies:</u> The students will review their colonial dance experience in a large group discussion. The Teacher will review dance rubric that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The students will each fill out an evaluation/ self-reflect form and site evidence for their performance based on the rubric The students will draw/design an outfit for themselves of what they would have worn for their colonial ballroom dance using the teacher’s template of a traditional colonial style outfit or dress.</p> <p><u>Assessment:</u> Observation of students performance, dance rubric</p>
<p>1st and K</p>		
	<p>I will be able to:</p> <ul style="list-style-type: none"> • Reflect on my colonial dance experience • Critique my dance performance • Describe the style of clothing worn for colonial ballroom dancing 	<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 students will review their colonial dance experience in a large group discussion. The Teacher will review dance rubric that the students help create and remind that they will be evaluating themselves and their group based on the rubric. The students will discuss their evaluation/ self-reflection and site evidence for their performance based on the rubric - teacher lead (mostly aural) The students will draw/design an outfit for themselves of what they would have worn for their colonial ballroom dance using the teacher’s template of a traditional colonial style outfit or dress.</p>