



## Dance – Fifth Grade

### Lesson 4 – Tempo/Timing



#### CALIFORNIA ARTS STANDARDS

5.DA:Pr5 – c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

**OBJECTIVE:** I can identify and use tempo/timing changes in dance.

**VOCABULARY:** dance phrase, tempo, timing

#### INSTRUCTIONAL MATERIALS:

- Daily agenda/[Google Slides](#)
- Computer, projector, speaker

#### MUSIC TRACKS:

- [Be Arts Smart](#) - demo track

#### VIDEOS (for display):

- See Google Slides

#### SET-UP:

- Connect to show Google Slides
- Check Technology/ sound system

#### OTHER RESOURCES:

- Be Arts Smart rules poster
- [Be Arts Smart rules](#) - poster
- [Be Arts Smart](#) - sheet music

#### EXTENSION RESOURCES:

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## ENTRANCE

### Lesson 4: TEMPO/TIMING

#### Google Slide #1

1. Greet students outside the classroom and give them instructions about how you want them to enter and settle into the classroom.
2. Have students enter the classroom, leading them into a circle and have them sit. As needed, adjust individuals in the circle or instruct everyone to hold hands to form a circle.
3. **Optional:** play an instrumental music track as you enter. Stop it when students are settled.

## OPENING

### Greeting (1 minute)

1. Introduce yourself to the students. Tell them this is dance class and we will be learning by moving our bodies.

### Be Arts Smart (2 minutes)

#### Google Slide #2

1. Show students the “Be Arts Smart” poster with rules. Read the rules and explain as needed.
2. Instruct students to echo you as you sing the “Be Arts Smart” song.
3. Sing “Be Arts Smart”, prompting students to echo you.
4. **Attention Getter:** Explain your attention-getter. Say: *When I need your attention, I will...*
  - a. **Example:** I will say “Class, class?” Students will say “Yes, yes!” while nodding and clapping on each word.

## WARM UP

### Context

#### Google Slide #3 (1 minute)

1. Review today’s objective: “I can identify and use Tempo/Timing changes in dance.”

#### Google Slide #4 (2 minutes)

1. Ask students “What is tempo?”
  - a. Tempo is the speed of the music
2. Ask students “What is timing in dance?”
  - a. Timing is how we match our dancing with the music.
3. Practice moving fast and slow with the music.
  - a. Play video and have students go through clapping and stomping with the music using different timing.

### Body Warm-Up

#### Google Slide #5 (5 minutes)

1. Discuss why we warm-up our bodies
2. Play music and lead students through a body warm-up (head circles, shoulder rolls, etc.)

## LESSON

Students will first learn a dance phrase, then use that phrase to add formations and direction changes.

### Learning Dance Phrase:

#### Google Slide #6 (5 minutes)

**1. Teach part 1: Step touch/muscle arm**

- a. (4 counts) Step touch with muscle arm (90 degree with fist) Right and Left
- b. (4 counts) Lean side with bounce, one arm reaches to the diagonal corner other hand goes to the head- Right and Left
- c. (4 counts) Repeat a.
- d. (4 counts) Bounce legs reaching arms out side, moving to the front

**Google Slide #7 (5 minutes)**

**2. Teach part 2: Leans side to side**

- a. (4 counts) Lean side with hands clasped over shoulder. Right, Left, double Right
- b. (4 counts) Lean side with hands clasped over shoulder. Left, Right, double Left
- c. (4 counts) Slide backward and push arms forward (2 counts), step apart (1 count), look side front (1 count total (and 4)).
- d. (4 counts) Slide forward hand press forward and open out and around

**3. Teach part 3: Tap foot side with arm punch**

- a. (4 counts) Tap foot side pulling arm across to elbow jab, step punch forward. Right & Left
- b. (4 counts) Leg bounce and circle arm low to high.
- c. Repeat parts a-b
- d. (4 counts) Step touch with hands pressing up Right & Left
- e. (4 counts) Bounce with crying fists
- f. (4 counts) repeat part d.
- g. (4 counts) Press hand forward with a "1" on hand

**Google Slide #8 (8 minutes)**

**4. Teach part 4: Step tap with arm circles**

- a. (8 counts) Step tap foot forward and backward with arm circles, Right, Left, Right, Left.
- b. (8 counts) Bounce and double brush shoulders, Right, Left, Right, Left.
- c. (8 counts) Repeat part a
- d. (8 counts) Step side to side, arms cross, open, up: Right, Left, Right, Left

**5. Practice parts 1, 2, 3 & 4 together and repeat**

**Google Slide #9 (1 minute)**

6. Tell students that for the rest of the lesson they will use the moves they learned in the Dance Monkey, but will not need to coordinate them with music.

**Google Slide #10 (10 minutes)**

7. Remind students of the definition of tempo and timing.
8. Place students in groups of 4-6.
  - a. Have students choose a move in the dance they will adjust timing.
  - b. Have students rehearse their dance until they are confident.
9. Give students 5 minutes to practice in their groups.

**Google Slide #11 (6 minutes)**

10. Have students sit as an audience as each group performs the new version of their phrase.
  - a. Remind students to be a good audience member by:

- Watching the performing group quietly
  - Looking for where the group's formation & direction changes.
  - Clapping when each group is finished
11. Have each group perform their dance phrase.
    - a. As each group finishes, as the class where they could see variations in timing.

## **CLOSING/ REFLECTION**

### **Google Slide #12 (2 minutes)**

1. Have students discuss and respond to the following questions:
  - a. How adjusting the tempo/timing impact the dance phrase?
  - b. Was there a particular group's dance you liked best? Why do you feel this way?

### **Google Slide #13 (1 minute)**

2. Review today's objective: "I can identify and use tempo/timing changes in dance."
  - a. Introduce the concept of "Fist to Five" – How well do you feel you accomplished the objective? Fist means "I cannot do it, not even a little," while 5 is "I have mastered this skill and I can teach someone else."
  - b. Ask students to show you a fist, 1, 2, 3, 4, or 5 fingers to show their self-assessment.

## **Exit**

### **Google Slide #15**

1. Thank students for their participation in class.
2. Ask students if there is a class line leader. If so, have them stand by the door.
3. Dismiss one or a few students at a time to line up at the door.

## **EXTENSIONS – if you have extra time before Closing**

1. Add music as the student groups perform.
2. Have each group watch another group perform their phrase and give feedback before performing for the whole class.