

Arts Education Project Communication Form		
Date:	Classroom Teacher:	Discipline: Dance Grade Level: Second
VAPA Teacher:	Room #:	Lesson #4 & 4.5: Rhythm and Accent
Lesson Objective: I can demonstrate rhythm.		
Key Vocabulary: accent - emphasis that results in a beat being louder or longer than another in a measure. beat - an element of time that rhythmically repeats and is steady. rhythm - the patterning or structuring of time through movement or sound tempo - an element of time depicting specific speed of a dance; the pace of which a dance moves according to the underlying beat of the music.		
Visit us at https://sites.google.com/sandi.net/artseducationproject		

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Dance – Second Grade

Lesson 4 & 4.5 – Rhythm and Accent

CALIFORNIA ARTS STANDARDS

2.DA:Pr4 –b. Identify the length of time a movement or phrase takes (e.g., whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.

OBJECTIVE: I can demonstrate rhythm.

VOCABULARY: accent, beat, rhythm, tempo

INSTRUCTIONAL MATERIALS:

- Daily agenda/[presentation](#)
- Computer, projector, speaker
- Communication form
- Painter's Tape
- [beat/rhythm chart](#)
- [Time Land Placards](#)
- Drum (optional)

MUSIC TRACKS:

- [Dynamite](#)
- Any with a strong beat

VIDEOS (for display):

- [Mindfulness Moment](#)

SET-UP:

- Advanced: Tape "Wheel of Movement" for Rhythm, beat, accent

OTHER RESOURCES:

- Be Arts Smart rules poster
- [Be Arts Smart - demo track](#)
- [Dynamite](#) (for teacher reference)
- [Dynamite Dance choreography](#)

EXTENSION RESOURCES:

- [Cha Cha Slide video](#) (for teacher reference)
- [Cupid Shuffle video](#) (for teacher reference)
- [Watch Me video](#) (for teacher reference)
- [The Git Up](#)

ENTRANCE

Instrumental music

1. Greet students outside the classroom and give them instructions.
2. Have students enter the classroom, following you, playing follow the leader. Lead the students 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 / WARM UP

Greeting (1 minute)

1. Introduce yourself to the students, and tell them this is dance class.
2. Show and read aloud today's "I Can" statement: "I can demonstrate rhythm."

Be Arts Smart (3 minutes)

Sing a cappella

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. Say: *When I need your attention, I will...* Then explain your attention-getter.
 - a. Example: I will say "Kids, are you ready?" Students will say "Yes, yes, yes!" while nodding and clapping on each word.

Pass the Move (3 minutes)

1. Keep students standing in the circle. Adjust the balloon circle size as needed during this activity.
2. Explain that you will turn to the person on your left and move a body part (non-locomotor). They should turn to the person on their left and make the sound. The move should travel around the circle. The purpose is to see how quickly the move makes it around the circle. You do NOT have to wait until the move has made it around the circle to start the next move. You can also repeat move.
 - a. Wave "hi"
 - b. Stomp
 - c. Hop one time
3. For an advanced class:
 - a. Try two moves.
 - b. Start moves closer together.
 - c. Start two of the same moves going in opposite directions.
 - d. Start two different moves going in opposite directions.

Review - Steady Beat (8 minutes)

1. With students still in a circle, practice the non-locomotor movements to a steady beat (each for 8 beats). Freeze all movement on beat eight.
 - a. Example: Clap hands; Tilt body from side; Turn the head; Raise and lower shoulders; Slap knees in a cross pattern etc.

2. Ask students to find their personal space and perform the locomotor steps for eight beats. Vary the speed of each from slow to fast. Freeze on beat eight.
 - a. Example: Walk; Crab Walk; Crawl; Roll; Skip; Jump; Hop
3. Perform non-locomotor and locomotor movement in pathways for eight beats. Freeze on beat eight.
 - a. Example: zigzag; curvy; circular; straight; spiral; etc.
 - b. Perform the following non-locomotor movements for eight beats. Freeze after beat eight.
4. Perform movements SMOOTHLY for eight counts

LESSON

Introduce Concept - Rhythm (10 minutes)

1. Define rhythm (a pattern of beats).
2. Tell students they are going to explore a variety of rhythms and they will respond by using appropriate movement in personal and general space.
3. Post [beat/rhythm chart](#) so that students have a visual representation of what they are about to do. Discuss each of the rhythms. Choral read each rhythm several times.
4. Using a drum, clapping your hands or tapping on an object, create rhythms. Show the rhythm card first and review it verbally.
 - a. **freeze and hold** (drum beat on count 1, silent 2-4)
 - b. **elephant walk – slow stomp** (drum beats on counts 1 and 3 silent on beats 2 and 4, slow stomp),
 - c. **normal walk** (drum beats on 1, 2, 3, 4) this rhythm also represents the steady beat,
 - d. **gallop or skip** (drum beats on 1 and 2 and 3 and 4 and),
 - e. **mouse run – (fast tiptoe)** (drum beats quickly 1 e-and-ah, 2 e-and-ah. 3 e-and-ah, 4 e-and-a).
5. Ask students to find their personal space and play rhythms from the slowest to fastest for 4 sets of 4 beats (16 beats total) for each rhythm.
 - a. Perform movement personal space (march, kick, punch, reach, twist, etc.).
 - b. Next, perform movement in general space for each set of rhythms.
6. Change the order of the rhythms (e.g. *mouse run*, *elephant walk*, *mouse run*, *normal walk*, *freeze and hold*).
7. Change the number of beats you will use for each rhythm. When you stop playing, the student must **freeze**.
8. Pay close attention to any anticipation, hesitation and **body control**. Encourage students to control **balance** when changing speeds or freezing.
9. Play a steady beat and have all students walk or march. Practice in personal and general space. Students must keep the beat even as they walk or march.
10. Continue to play a steady beat and prompt students to perform the following rhythmic steps in the following order. It will help students if you can speak the rhythm as you play the steady beat.
 - a. Mouse run (say run-ny, run-ny, run-ny....)
 - b. Elephant (say e-le-phant, e-le-phant, e-le-phant...)
 - c. Skip or gallop (say step-up, step-up, step-up...)
 - d. Freeze and hold (say freeze - hold hold hold, freeze – hold hold hold....)
 - e. If students are capable, mix up the order of the rhythms from the list about. Make sure students are able to control their bodies.

Choreography (14 minutes)

Music: [Dynamite](#)

1. Teach Dynamite dance.
2. Allow students to count the dance instead of the teacher directed timing.
3. Think-Pair-Share: *Identify steady beat moves. Identify rhythmic moves.*

Introduce Concept - Accent (4 minutes)

Advanced

1. Explain accent.
 - a. *Accent in music means emphasis that results in a beat being louder or longer than another in a measure. In dance, we show accent by hitting a big movement on a certain count.*
2. Ask students to demonstrate a possible dance accent.
3. Repeat Steady Beat warmup add an accent to count 1.
4. Repeat again, accenting a different count.

Land of Movements - Beat and Rhythm (5 minutes)

Advanced

Music: Any with a strong beat

1. In general space, ask students to move to the steady beat.
2. As students demonstrate appropriate steady beat movement, chart the move. Give students several minutes to explore as the teacher charts the movements. Ask the students if there are any movements they would like to add to the list.
3. Repeat for rhythm on a separate chart.
4. Set cones or tape off 3 sections on the floor. (It should look like a large plus sign "+" in the center of the room.) In each section, place a [placard](#) (on beat, rhythm, accent).
 - a. Note: Always use painters tape, or gaffers tape. NEVER use masking or duct tape as it ruins the floor.
5. Explain the activity to the students: *Each part of the room is a different land. Step into the section labeled on beat. This is on beat land. When you are in this area, you must move on the beat.* Demonstrate movements.
6. Repeat for rhythm and accent.
7. Split the class into 3 groups and place the students into the different sections.
8. Say: *When I start the music, stay in your land and move like the people should in your land. When the music stops FREEZE! Remember our safety rules. No bumping, no running, no falling down.*
9. Play the music and allow students to explore movement in their land. Prompt students to change between non-locomotor and locomotor movement. Be sure to closely monitor the students for understanding and adherence to the safety rules.
10. Stop the music and say "FREEZE". Wait until all the students are frozen before asking them to sit crisscross.
11. Have students rotate lands and repeat process. Students should explore each land once.
12. Optional: If time allows, allow students to move freely between the lands while still following the movement rules.

Group Work - Accent (12 minutes)**Advanced**

Music: Any with a strong beat

1. Place students in groups of up to four.
2. Procedure
 - a. Begin in a frozen shape.
 - b. Create four 8 counts of movement (32 counts total).
 - c. Add an accent on one of the counts.
 - d. The accent must be on the same count for all four measures.
 - e. End in a frozen shape.

Performance (10 minutes)**Advanced**

1. Discuss appropriate audience behavior.
 - a. A good audience member watches, listens, and responds positively.
2. Have each group show their dance phrase (with or without music, their choice) to their peers.
3. Ask: *How did the dancers show accent?*
4. Optional: record students and display recordings. Have students self-assess and discuss.
 - a. What works? What doesn't work? How could it be changed?

CLOSING**Reflection (3 minutes)**

1. Have students sit back down.
2. 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 five is "I have mastered this skill and I can teach someone else."
3. Show and read aloud today's "I Can" statement: "I can demonstrate rhythm."
4. Ask students to show you a fist, 1, 2, 3, 4, or 5 fingers to show their self-assessment.

Mindfulness Moment (2 minutes)

1. Introduce the mindfulness moment.
2. Ask students to put their hands on their belly, and close their eyes or look down at their hands.
3. Guide students to take three slow, deep breaths.
 - a. Count "in, 1,2,3" for each breath in, and "out, 1,2,3" for each breath out.
 - b. Ask students to focus on whether they can feel their hands being moved.
4. Play <https://www.youtube.com/watch?v=0M9PygnFg3Y> and lead students in breathing.
5. Alternatively or additionally, you can teach them Star Breathing
 - a. Spread one hand out like a star.
 - b. Use the index finger on your other hand to trace the outline of your star hand.
 - c. Breathe in as you trace up each finger and out as you trace down each finger.

Exit (2 minutes)

1. Ask students if there is a class line leader. If so, have them stand by the door.
2. Dismiss one or a few students at a time to line up at the door.
3. Have students echo you in singing "Be Arts Smart" as you exit.

EXTENSIONS – if you have extra time before Closing

Line Dance

Music: [Cha Cha Slide](#), [Cupid Shuffle](#), [Watch Me](#), [The Git Up](#)

1. Arrange students in personal space.
2. Have students perform dance while calling out dance element prompts.
 - a. For example: Low level, wiggly energy, or slow motion.