

INTEGRATED LESSON PLAN		
Unit Title: Dancing Around the World	Author: Sapphire Gomez	Date: 3.30.21
Lesson Title: Welcome and Blessings!	Lesson Length: 40 minutes	Series #: 2
Age/Grade Level: 2 <sup>nd</sup> Grade		
Integrated Content Area/Subject(s): Cultures from around the world		
Colorado Academic Dance Standard(s) AND Grade Level Expectation (GLE) – <i>list both as they appear in your booklet</i>		
Standard 3. Historical and Cultural Context	GLE 1. Identify unique ways social and folk dances express the culture of origin.	
Standard 2. Create, Compose, Choreograph	GLE 1. Explore movement based on a variety of inspirations.	
Lesson Overview (General Description)		
Explore African Culture by learning Funga Alafia and focusing on instruments used for African folk dancing.		
Objectives (at least two, not more than five)		
We will learn Funga Alafia (welcoming dance).		
We will understand the importance of music and dance in African culture.		
We will explore and create movement from different inspirations.		
Guiding Questions:		
1. When listening to music, what kinds of instruments do you hear? 2. Would dancing be the same without music? 3. How can you create movement inspired by everyday actions?		
Movement Vocabulary/Concepts Addressed	Props/Visual Aids	
Body, Space, Level, Beat, Tempo, Energy	Map of world (showing Africa)	
Music (Composer, title, meter, style)		
Dance of the Calming Sun (African Music Drums Collection, 2/4)	Funga Alafia (Susie Davies-Splitter and Phil Splitter, 2/4)	
Peaceful African Ambient (African Music Drums Collection, ¾)	Tribal Battle (Eric Bolvin, 2/4)	
Prior Knowledge/Experience (Pre-Assessment) - list experiences or knowledge that may influence this lesson.		
Visiting countries with Ms. Rittner as well as Brazil in previous lesson.		

MOVEMENT GUIDE/PROCEDURES		
Class Section	Music/Props/Visuals (include how they will be used)	Formative Assessments/ Instructional Strategies
<p><b>Greet/Engage</b> (<i>Introduction to topic (dance/movement vocab. &amp; core curricular topic. Activate brain/body utilizing movement vocabulary):</i> 4-6 min.</p> <p>Introduce which country they will be visiting next.</p> <p>Begin with a Brain Dance to get the dancers warm and introduce our movement elements.</p> <p>Warm-up:</p> <p>4 deep breaths (4 counts in, 4 counts out), tap all parts of body starting from toes to head (4 8's), reach far right or left then come to your core (4 counts out, 4 counts in), spin to the right (1 8), spin the left (1 8)</p>	<p>Map of World (Africa highlighted)</p> <p>Warm up music (Dancing of Calming Sun)</p> <p>Africa Intro: <a href="#">Africa Basics!</a></p>	<p>Engage the students with your energy</p> <p>Try to connect with each student</p>
<p><b>Explore</b> (<i>Expand learning with chosen movement elements/core curricular topic</i> 8-10 min.</p> <p>Discuss what instruments we heard in our warm-up.</p> <p>Discuss drums importance to African culture (used to celebrate all aspects of life) and how they are treated with extreme care.</p> <p>Show some examples</p> <p>Discuss energy qualities and how different types of music can lead to different energy qualities.</p>	<p>Pictures of traditional African drums</p> <p><a href="https://docs.google.com/presentation/d/1yOZtOvh3nvMccnHROZzkSwOHicL3T2IQ3w9TxkdXDSU/edit#slide=id.gca9eeb85c7_0_50">https://docs.google.com/presentation/d/1yOZtOvh3nvMccnHROZzkSwOHicL3T2IQ3w9TxkdXDSU/edit#slide=id.gca9eeb85c7_0_50</a></p>	<p>Let students engage with material</p>
<p><b>Develop</b> (<i>Focus on <u>dance skills</u> independent OR correlating to core curricular topic</i> 8-10min.</p> <p>Funga Alafia (welcome dance):</p> <p>Explain Funga meaning “welcome” and Alafia meaning (“blessings” or “peace”) and how it came from Western Africa.</p> <p>Follow along with music playing</p>	<p>Welcome Dance music</p>	<p>Project good energy to the students</p>
<p><b>Create</b> (<i>Student created movement displaying understanding and application of topics and skills):</i> 10-12 min.</p> <p>Discuss how dance is inspired by many things that are all around us.</p> <p>Brainstorm ideas for inspiration. How can you create movement from that idea? (include movement language and qualities)</p> <p>Have students pick their favorite activity and create movement.</p> <p>Try with some music and hand drum</p> <p>Show a friend if there is time.</p>	<p>Two different pieces (one with strong beats one with light beats)</p>	<p>Give and show examples</p> <p>Freeze when the music turns off</p>

<p><b>Reflect</b> (<i>Discuss/share and assess what was learned</i>). Describe procedures.  <i>5 min.</i>          Sit and rest          Discuss what we saw from dancing our favorite activities (use movement language when responding)          Ask about the dance we did together (its name, where it came from, how it represents African culture)</p>	<p>No music</p>	<p>Give positive feedback          Let the students feel like they are being heard</p>
<p><b>RESOURCES:</b>  <i>Brain Compatible Dance Education</i> by Anne Green Gilbert,  <a href="https://www.youtube.com/watch?v=EJZyqmh2MUw">https://www.youtube.com/watch?v=EJZyqmh2MUw</a>,  <a href="https://www.contemporary-african-art.com/african-drums.html">https://www.contemporary-african-art.com/african-drums.html</a>,  <a href="https://www.mamalisa.com/?t=es&amp;p=3641#:~:text=According%20to%20Wikipedia%3A%20%22Fanga%20is,to%20the%20earth%20and%20sky'.&amp;text=Bey%20used%20words%20from%20the.%22">https://www.mamalisa.com/?t=es&amp;p=3641#:~:text=According%20to%20Wikipedia%3A%20%22Fanga%20is,to%20the%20earth%20and%20sky'.&amp;text=Bey%20used%20words%20from%20the.%22</a>, <a href="https://www.youtube.com/watch?v=PSYHMWmyVfo">https://www.youtube.com/watch?v=PSYHMWmyVfo</a></p>		