



## Dance – Fifth Grade

### Lesson 5 – Dance Making Part 2



#### CALIFORNIA ARTS STANDARDS

4.DA:Pr5 – c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals

**OBJECTIVE:** I can connect dance movements and apply creative tools to make a dance phrase.

**VOCABULARY:** dance phrase, creative tools, mirroring, directions, formations, timing, tempo

#### 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 6: DANCE MAKING PART 2

#### 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 connect dance movements and apply creative tools to make a dance phrase.”

### Concept Review

#### Google Slide #4 (5 minutes)

1. Review the dance making process from the last lesson:
  - a. **Reviewed Dance Steps:**

side together	side touch	step touch	chasse
rolling arms		single	single double arms
  - b. **Reviewed Creative Tools:**

mirroring	formations	directions	tempo/timing
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  - c. **Built a Dance Phrase by:**
    - i. Choosing which dance moves you want in your phrase.
    - ii. Deciding what order you want your moves to be in and how many times you want to do each move.
    - iii. Finding a move in your dance where you want to add a creative tool

## **LESSON**

### **Making a Dance Phrase**

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

- 1. Review the process for today's class:**
  - a. Rehearse:**
    - i. Review and practice your dance phrase with your group.
    - ii. If there are people missing from your group practice with those that are here today and make revisions as you need.
- 2. Add Music:**
  - a. You will get to choose to perform your dance to one of 2 songs.
- 3. Perform:**
  - a. Each group will have the opportunity to perform their dance phrase for the class.

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

- 1. Review created dance phrases**
  - a. Have students work in their groups to review the dance phrase they created from the previous class.
  - b. Go to each group (start with the groups that seem to not remember what they did) and share the recording you made on your ipad or other device to remind them what their dance phrase looks like.

#### **Google Slide #7 (12 minutes)**

- 2. Add music**
  - a. Play about 30 seconds of each song provided on the Google Slide deck.
  - b. Have students decide which of the 2 songs they will perform their dance phrase to.
  - c. Continue rehearsal by playing each song 2 times through alternating which song is being played (song a, song b, song a, song b) allowing time for students to rehearse their phrase with their song choice.

#### **Google Slide #8 (10 minutes)**

- 3. Perform**
  - a. Review expectations for performance
    - i. Watching the performing group quietly
    - ii. Looking for how each group used their dance moves and creative tools.
    - iii. Clapping when each group is finished
  - b. Have the class sit as an audience in one area of the room and designate a performance area.
  - c. Have each group come to the performance area to share their created dance phrase.

## **CLOSING/ REFLECTION**

### **Google Slide #9 (2 minutes)**

1. Have students discuss and respond to the following questions:
  - a. What did you notice about the different dance phrases that were created?
  - b. What was your experience like with creating a dance phrase? Would you want to create a dance phrase again?

### **Google Slide #10 (1 minute)**

2. Review today's objective: "I can connect dance movements and apply creative tools to make a dance phrase."
  - 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 #11**

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. Have groups perform their dance to both songs and discuss which song their dance phrase fits best with.