Grade 2 Dance Lesson #7

Folk/Traditional Dance
Creating an Original Circle Dance

Lesson-at-a-Glance

Warm Up

Review vocabulary, beats and dances from lesson #6.

Modeling

Discuss ways in which people can connect in a dance (elbows, hold hands, etc.). Practice in pairs, small and large groups.

Guided Practice

Distribute Student Dance Map to each group. Using the map, create a four-part circle dance that repeats employing connection, direction, locomotor, and body movement.

Debrief

Review criteria and performance rubric. Allow time for all students to complete the Student Dance Map. As a group discuss the challenges of working with and solving problems in a large group. Discuss what was seen in the performance and infer ideas as to what these dances could be celebrating.

Extension

Write a story or poem for the circle dance. Describe the “who, what, where, when and why” of the dance. Perform the dance to other cultural songs (“Ayazein” from Egypt, “Mayim” from Israel or “Ariang” from Korea. Discuss how the movement may have to be changed to fit this new music. If this was a sad or somber event, how would the dance change? Take a few minutes to create two phrases dance that would demonstrate sadness.

Materials

Circle Dance Movement Ideas Handout (included)
Student Dance Map (included)
Circle Dance Criteria and Group Performance Rubric (included)
Video Camera (optional)
CD player and CD

Assessment

Discussion, Performance, Q&A, Circle Dance Criteria and Rubric, Student Dance Map

ELA Standards Addressed

Reading Comprehension: 2.7 Interpret information from diagrams, charts, and graphs.
Literary Response: 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
Writing Applications 2.1 Write brief narratives based on their experiences.
Creating an Original Circle Dance  
Lesson 7

**CONTENT STANDARDS**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Create and improvise movement patterns and sequences.</td>
</tr>
<tr>
<td>3.3</td>
<td>Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movements).</td>
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<tr>
<td>2.7</td>
<td>Work cooperatively in large and small groups.</td>
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</table>

**TOPICAL QUESTIONS**

- What is the significance of dancing in a circle and how do I create a circle dance showing connection and phrases that repeat?

**OBJECTIVES & STUDENT OUTCOMES**

- Students will work with peers to create and perform a circle dance with repeated movement phrases and rhythmic patterns.
- Students will identify traditional folk dance form, patterns, and historical significance.

**ASSESSMENT** (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
  - Circle Dance Criteria and Group Performance Rubric (included)
  - Student Dance Map
  - Student response to inquiry
- **Feedback for Student**
  - Teacher feedback
  - Student Dance Map
  - Circle Dance Criteria and Group Performance Rubric

**WORDS TO KNOW**

- **beat** - an element of time that rhythmically repeats and is steady.
- **folk/traditional dance** – Dance associated with a nationalistic purpose, usually performed today as a surviving portion of a traditional celebration and done for social gatherings or as recreation.
- **rehearse** – to practice before performance

**dance map**

**MATERIALS**

- Circle Dance Movement Ideas Handout (included)
- Student Dance Map (included)
- Circle Dance Criteria and Group Performance Rubric (included)
- Video Camera (optional)
- CD Player
- CD’s:
  - “Celtic Suite”
  - “Ayazein”
  - “Mayim”
  - “Ariang”

**RESOURCES**

- *Music for Creative Dance*, by Eric Chapelle; “Celtic Suite”, “Skip the Jig”, “Spootiskerry” “Skippity Jig”

**WARM UP** *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*
- In pairs, have students review the list of locomotor and directional movements generated in lesson #6.
- Review the role of circle dance and one dance from lesson #6

**MODELING** *(Presentation of new material, demonstration of the process, direct instruction)*
- Discuss and find ways that people link together to dance: hold hands low or up high in the air, link elbows, and place arms on shoulders, around the waist, etc.)
  - Have students perform this connections with a partner
  - Ask students to come up with one more way to show a connection with their partner and win groups of four.
- Discuss how people use their arms and legs in creative ways to create meaning to their dances (chart ideas):
  - shake hands, while raising and lowering arms, four beats up, four beats down
  - kick legs (or step and kick)
  - jump or leap
  - prance
  - sway or rock raising their arms over head
  - stomp
  - slide and step together
  - turn around four counts, clap four counts
  - sway and clap
  - create your own combination to try
- As a whole group try these movements. Then try in connection with a partner and in small groups.
- Using lesson #6 dances, guide students through adding some of ideas into the dance

**GUIDED PRACTICE** *(Application of knowledge, problem solving, corrective feedback)*
- Working in larger groups of six or eight.
- Distribute a dance map to each student (or you may distribute a single map per group). Have the group fill in the map as they make choices for creating the dance.
- Students may refer to the list of movements and connections included at the end of this lesson.
- Create a four-part circle dance. Section 1 is completed and looks like the following:

<table>
<thead>
<tr>
<th>Dance Section</th>
<th>Number of Beats</th>
<th>Connection</th>
<th>Direction</th>
<th>Locomotor Movement</th>
<th>Body Movement</th>
</tr>
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<tr>
<td>1</td>
<td>8</td>
<td>hold hands</td>
<td>Counterclockwise (circle right)</td>
<td>walk</td>
<td>swing arms forward and back</td>
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</table>

- Using the template attached, students fill in the boxes for sections 2, 3 and 4 to complete the dance.
- **Note:** Sections 1 and 2 are to be repeated (total 32 beats). Section 3 and 4 are to be repeated (total 32 beats). The entire dance will be 64 beats long.
- Encourage capable students to add layered movement (combined arm, leg and body movement) to one or more sections of the dance (this makes the dance more interesting). Energy words can also be added to the movement (wiggly, sharp, jerky, smooth, float, heavy, light, etc.).

**Music:** “Celtic Suite”
- Rehearse the dance at least three times with and without music.
- Students will perform their dances for the class.
- Videotape groups for later viewing.
- The “audience” will identify the type of locomotor movement. (e.g., arm, foot or body movement, speed, energy, and direction they see performed in the dance.)
• Ask the students, “As an audience member what kind of feeling did you get while you watched each of the dances being performed?”

**DEBRIEF AND EVALUATE** *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?)*

- Review criteria and rubric with students.
- Distribute a dance map to each student if not already done at the beginning. Give a few minutes for all students in the group to complete it.
- Ask students the following questions:
  - “Which of the dances did you like best and why?” (Have students describe using dance vocabulary. Also have students comment on performance including confidence, etc.).
  - “What did you learn about adding body movements into your dance (difficult, more fun, etc.)?”
  - “What was challenging about working with such a large group of peers? What do you plan to do next time to make it better?”
  - “Why do you think a movement pattern would repeat?” *(Maybe the communication in that phrase needed to be stated again; it fit the music better, it is easier to make the dance longer, etc.)*
  - “What did you enjoy most about creating your own dance? Why?”
  - “If you had to create a purpose for your dance, what would it be about?”
  - “Who would be dancing in this dance: children, adults, older people, etc.?”
- If this was a sad or somber event, how would the dance change? Take a few minutes to create two phrases dance that would demonstrate sadness.
- Perform the dance to other cultural songs (“Ayazein” from Egypt, “Mayim” from Israel or “Ariang” from Korea. Discuss how the movement may have to be changed to fit this new music.

**EXTENSION** *(Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.)*

- Write a story or poem for the circle dance.
  - Describe who the people are, what they are celebrating
  - “Where does the celebration take place?”
  - “What significance the movement has as a means of communicating an idea?”
  - “What is the feeling of your dance?”
- Perform the dance to other cultural songs (“Ayazein” from Egypt, “Mayim” from Israel or “Ariang” from Korea. Discuss how the movement may have to be changed to fit this new music.
- If this was a sad or somber event, how would the dance change? Take a few minutes to create two phrases dance that would demonstrate sadness.
## Circle Dance Movement Ideas

<table>
<thead>
<tr>
<th>CONNECTIONS</th>
<th>LOCOMOTOR MOVEMENTS</th>
<th>BODY MOVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link elbows</td>
<td>Jump</td>
<td>Sway</td>
</tr>
<tr>
<td>Hold hands</td>
<td>Hop</td>
<td>Rock</td>
</tr>
<tr>
<td>Hands on shoulders</td>
<td>Walk</td>
<td>Stomp</td>
</tr>
<tr>
<td>Arms around waist</td>
<td>Skip</td>
<td>Kick</td>
</tr>
<tr>
<td>Hands up or</td>
<td>Run</td>
<td>Raise and lower arms</td>
</tr>
<tr>
<td>at sides</td>
<td>Slide</td>
<td>Shake hands</td>
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<tr>
<td></td>
<td>Gallop</td>
<td>Turn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clap</td>
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<tr>
<td></td>
<td></td>
<td>Reach and stretch</td>
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</tbody>
</table>
Creating an Original Circle Dance – Criteria and Performance Rubric

Criteria:
1. **Three** eight-beat phrases created and repeated one time in succession for a total of 64 beats (First eight-beat phrase is done for the group).
2. Connection, locomotor and body movement observed.

**4 Advanced:** Group created **three** eight-beat phrases. Phrases 1 and 2 and 3 and 4 were repeated once for a total of 64 beats. Dancers incorporated body movement along with simple locomotor steps or axial movement. Dance was memorized and performed without hesitation to the music. Strong group cooperation.

**3 Proficient:** Group created **two** eight-beat phrases with some help from the teacher. Phrases 1 and 2 and 3 and 4 were repeated once for a total of 64 beats with. Dancer’s performance showed some hesitation and may have got off the beat of the music. Group needed some prompting throughout from teacher. Group cooperation is good.

**2 Basic:** Group created **two** eight-beat phrases with frequent help from the teacher. Performance was hesitant and dancers could not get through the dance without frequent coaching/modeling from the teacher. Group cooperation is fair.

**1 Approaching:** Group struggled to create **one** phrase. Assistance from the teacher was needed. Students could not dance the dance without the teacher or student leader doing it with them. Group cooperation is negligible without guidance.

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Circle Dance Sequence and Description

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<td></td>
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</table>

Repeat sections 1 and 2 one time (for a total of 32 beats)

| 3             |                  |                  |                               |                    |                                |
| 4             |                  |                  |                               |                    |                                |

Repeat sections 3 and 4 one time (for a total of 32 beats)