

Dancin' to the Times

Grade 5

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Organizing Question

How is my music and dance related to that of the last 300 years?

Academic Expectations and Demonstrators

(from

<http://www.kentuckyschools.net/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Kentucky%27s+Learning+Goals+And+Academic+Expectations.htm>)

Academic Expectation 2--Art & Humanities:

- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

Demonstrators for Academic Expectation 2.24

- Explore a variety of art forms in music, visual arts, dance, and drama.

Demonstrators for Academic Expectation 2.25

- Experience a variety of art forms in music, visual arts, dance, and drama.
- Examine the effects of time, place, and personality on art forms and performance practices.

Academic Expectation 2--Practical Living:

- 2.34 Students perform physical movement skills effectively in a variety of settings.

Demonstrators for Academic Expectation 2.34

- Analyze the fundamental motor-skill aspects of performance.

Academic Expectation 6--Integration of Knowledge:

- 6.1 Students connect knowledge and experiences from different subject areas.

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Instructional Technology Department

Demonstrators for Academic Expectation 6.1

- Use the knowledge and experiences from one subject area to form an explanation and then extend that explanation by making connections with knowledge and experiences from another subject area.

Essential Questions

- How does the music of the 1700s compare to the music I listen to today?
- How have instruments changed in the past 300 years?
- How have musical styles evolved since the 1700s?
- How do the dances of the 1700s compare to the dances I see and do today?
- What factors have influenced these changes in dance?

Culminating Performance

Groups of students will be creating a presentation about a particular music era or dance style. They will be responsible for researching and organizing the information and creating some sort of presentation to share with the class. The presentation medium can be of any type as long as the information is presented in a way that the other students understand.

Individual students will also answer at least two open response questions. One will cover a music topic and another will cover a dance topic.

Scoring Guides/Rubrics

Open Response Criteria	
4	<ul style="list-style-type: none">• The student has included all the relevant information and used the appropriate vocabulary necessary to completely answer all parts of the question.• The student has thoroughly provided the information asked for in the question with at least 4 supporting details.• The student has provided connections between subject area concepts.• The student has answered the question clearly and concisely so that others can understand.
3	<ul style="list-style-type: none">• The student has included most of the information and appropriate vocabulary necessary to answer all parts of the question.• The student has provided the information showing he/she understands the big ideas with at least 3 supporting details, but there may be some irrelevant or inaccurate information.• The student has shown how ideas are related.• The student answers the question clearly so that others can understand.
2	<ul style="list-style-type: none">• The student has included only some of the information and appropriate vocabulary necessary to answer the question. Some of the information provided is incorrect.• The student has attempted to provide the information, but illustrates only a partial understanding of the concept.• The student has not answered all parts of the question, but the response is clear so that others can understand.
1	<ul style="list-style-type: none">• The student provides only a small part of the information necessary to answer the question. Little or no content vocabulary is used.• The student does not attempt to provide the information.• The student does not answer all parts of the question. The information that is provided is difficult to understand and/or poorly organized.

Presentation Criteria	
Content & Group Work	
4	<ul style="list-style-type: none"> • Shows a full understanding of the topic. • Student uses several props, costumes, and/or instruments that shows considerable work/creativity and which make the presentation better. • Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. • The presentation medium chosen supports the topic well. • Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. Consistently stays focused on the task and what needs to be done. Very self-directed.
3	<ul style="list-style-type: none"> • Shows a good understanding of the topic. • Student uses at least 1 prop, costume, and/or instrument that shows considerable work/creativity and which make the presentation better. • Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. • The presentation medium chosen supports the topic well. • Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. Focuses on the task and what needs to be done most of the time. Other group members can count on this person.
2	<ul style="list-style-type: none"> • Shows a good understanding of parts of the topic. • Student uses 1 prop which makes the presentation better. • Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. • The presentation medium chosen supports the topic. • Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.
1	<ul style="list-style-type: none"> • Does not seem to understand the topic very well. • The student uses no props OR the props chosen detract from the presentation. • Often mumbles or can not be understood OR mispronounces more than one word. • The presentation medium chosen does not support the topic. • Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. Rarely focuses on the task and what needs to be done. Lets others do the work.

Evaluation Component

Students will be given a multiple-choice pre- and post-test. See Appendix A for sample questions.

Knowledge (Core Content)

(from

<http://www.kentuckyschools.net/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment.htm>)

Elementary Core Content--Social Studies:

- **SS-E-2.1.1** Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.
- **SS-E-2.1.2** Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.
- **SS-E-2.2.1** All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.
- **SS-E-5.2.3** The way we live has changed over time for both Kentuckians and Americans because of changes in many areas (e.g., communication, innovations/inventions, homes, transportation, recreation, traditions, education).

Elementary Core Content--Arts & Humanities:

- **AH-E-1.2.31** Identify similarities and differences in musical elements used in the music of Native American, American Folk, and West African cultures, including instruments unique to each culture.
- **AH-E-1.2.32** Identify and discuss various styles of music (blues, spirituals, popular, rock, rap, country, game songs, folk songs, work songs, lullabies, marches, patriotic, bluegrass).
- **AH-E-2.1.31** Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving).
- **AH-E-2.2.31** Explain how dance has been a part of cultures and time periods throughout history.
- **AH-E-2.2.32** Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).
- **AH-E-2.2.33** Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial American), purposes, and styles.

Elementary Core Content--Practical Living:

- **PL-E-2.1.1** There are fundamental motor skills for enhancing physical development: Locomotor (moving from one place to another) (e.g., walking, running, skipping, hopping, galloping, sliding, leaping, jumping); Nonlocomotor (stationary) (e.g., turning, twisting, swinging, swaying, balancing).

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Technology Standards

(from <http://teach.fcps.net/standards/>)

T3.4 Demonstrate knowledge of the impact and use of technology in society and culture

T4.4 Locate information using the Internet

T5.2 Evaluate information using electronic references

T5.3 Evaluate information from the Internet

T5.6 Enter and edit word processing information

Skills/Abilities

Program of Studies--Primary Social Studies:

- **SS-P-CS-1** recognize language, music, art, dress, food, literature, and folktales as elements of culture.

Program of Studies--Primary Arts & Humanities:

- **AH-P-M-7** listen to music of diverse cultures, periods, and styles.
- **AH-P-M-8** experience music of diverse cultures, periods, and styles.
- **AH-P-M-9** use simple music terminology when describing music of diverse cultures, purposes, and styles.
- **AH-P-M-10** develop an awareness that specific styles of music define time periods and respective cultures.
- **AH-P-Da-6** explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and non-locomotor (e.g., bend, stretch, twist, swing) movements.
- **AH-P-Da-12** develop an awareness of different cultures, purposes, and styles.

Program of Studies--Intermediate Social Studies:

- **SS-5-H-6** recognize the significance of important symbols, monuments, patriotic songs, poems, and written passages in the history of the United States.
- **SS-5-CS-1** understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.

Program of Studies--Intermediate Arts & Humanities:

- **AH-5-M-5** compare and contrast music of diverse cultures, periods, and styles using appropriate terminology.
- **AH-5-Da-8** describe dances of different cultures, purposes, and styles.

Instructional Assessment/Activities

Timeline for Unit

	PE	Music	Classroom
Week 1	Review of Dance Elements	Review of Music Elements	
Week 2	Recognizing Locomotor & Non-locomotor dance skills	Instrument Families; World Music	
Week 3	Social Dancing	Baroque Composers and Music	Pre-Test; Review of Cultural Eras in American History
Week 4	Folk Dancing	American Folk Music	Research/Writing
Week 5	Modern Dance	Jazz, Blues, Gospel, Rock & Rap Music	Research/Writing; Jeopardy
Week 6	Presentation Development; Presentations; Post-test		

Lesson Goals

Instrument Families

Objective: Students will recognize members of the four instrument families and the evolution of the instruments.

Description: Teacher will show examples of different instruments and have students group them into the four families based upon instrument characteristics. Class will discuss how modern instruments may (or may not) fit into the traditional instrument families.

Assessment: Informal assessment

World Music

Objective: Students will recognize elements of Native American West African music and ceremonial customs.

Description: Teacher will play audio and video examples of the different types of World Music. Students will discuss some of the similarities and differences of these types of music to modern music.

Assessment: Informal assessment

Baroque Composers and Music

Objective: Students will become familiar with the music of Bach, Handel, Correlli; and instruments such as the harpsichord.

Description: Teacher will play audio and video examples of the different composers of Baroque Music. Students will discuss some of the similarities and differences of this type of music to modern music.

Assessment: Informal Assessment and identification of listening samples

American Folk Music

Objective: Students will become familiar with the music of Stephen Foster and other American Composer; and instruments such as the sousaphone and saxophone.

Description: Teacher will play audio and video examples of the different composers of American Music. Students will discuss some of the similarities and differences of this type of music to modern music.

Assessment: Informal Assessment and identification of listening samples

Jazz, Blues, Gospel, Rock & Rap Music

Objective: Students will become familiar with the music of the 20th century.

Description: Teacher will play audio and video examples of the different styles of Modern Music. Students will discuss the evolution of these different types of music.

Assessment: Informal Assessment and identification of listening samples

Recognizing Locomotor and Non-locomotor Dance Skills

Objective: Students will be able to identify and demonstrate the different locomotor and non-locomotor skills used in dance.

Description: Class will review some of the dances previously taught and identify the different locomotor and non-locomotor skills used in each of the dances.

Assessment: Students had to make up their own dance using at least 2 locomotor and 2 non-locomotor skills.

Social Dancing

Objective: Students will learn the role(s) dance has played in the social development of cultures.

Description: The teacher will introduce several examples of "ballroom style" dances. The class will learn to dance several of these dances.

Assessment: Student performance of dances.

Folk Dancing

Objective: Students will learn several different types of folk dancing.

Description: The teacher will introduce several examples of "folk style" dances. The class will learn to dance several of these dances.

Assessment: Student performance of dances.

Modern Dancing

Objective: Students will learn several different types of modern dancing.

Description: The teacher will introduce several examples of “modern style” dances. The class will learn to dance several of these dances.

Assessment: Student performance of dances.

Research/Writing

Objective: Students will research different eras of music and/or dance in order to create a presentation.

Description: Students will be divided into groups. Each group will choose a dance or music era to research. Groups can use a variety of sources not limited to the Internet, email, encyclopedia, CD-ROM, etc. This information will be used to create a presentation to be used as a culminating performance

Assessment: Culminating performance

Jeopardy

Objective: Students will learn some of the factual information about different dance and music styles.

Description: Groups of students will be responsible for creating at least 5 Jeopardy-style questions and answers relating to some topic of music or dance. These will be used in a category for a class Jeopardy game created with PowerPoint or Hyperstudio.

Assessment: Class participation in Jeopardy game.

Critical Resources

- Special area teachers
- Classroom teachers
- Computer lab teacher
- Curriculum resource specialist
- Technology Resource Teacher
- Music CDs
- Internet
- Computers
- LCD projector
- TV/VCRs
- Guest performers
- Instruments
- CD player
- Microphone
- Software (PowerPoint, HyperStudio)
- Clipboards, pencils, paper
- Media center
- Library media specialist
- KYVL
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Pre-Test/Post-Test

Name: _____ Date: _____

Complete each of the following questions by circling the response (a, b, c, or d) that best answers each statement or question.

1. What kind of movement skills are used in all dances?
 - a. Non-locomotor
 - b. Locomotor
 - c. Hip-hop
 - d. Boot-skootin'
2. What period of music used the harpsichord as the primary instrument?
 - a. Lunch
 - b. Baroque
 - c. Hip-hop
 - d. Recess
3. Which of the following is not a locomotor skill?
 - a. Skip
 - b. Hop
 - c. Twist
 - d. Jump
4. Which folk instrument will most likely be used during a "hoe-down"?
 - a. Double bass
 - b. Fiddle
 - c. Flute
 - d. Bassoon
5. Choose the purpose for dance:
 - a. Babysitting
 - b. Recreational
 - c. House painting
 - d. Dog walking
6. Which instrument would Beethoven not use in his music?
 - a. Violin
 - b. Viola
 - c. Saxophone
 - d. Cello
7. Which is an example of a Western dance?
 - a. Yoga
 - b. Ballet
 - c. Tap dance
 - d. Line dance

8. How has the trumpet changed over the last 200 years?
- a. Different color
 - b. Costs less to make
 - c. Valves
 - d. Louder
9. Identify the ceremonial dance from this list.
- a. Macarena
 - b. Wedding March
 - c. Toe dance
 - d. Hop-scotch
10. Which of the following music elements is still present in today's music?
- a. Rhythm
 - b. Pitch
 - c. Tone color (timbre)
 - d. All of the Above
11. Which one of the following dances do you need a partner?
- a. Ballet
 - b. Line dance
 - c. Square dance
 - d. Bunny hop
12. Which instrument that we have today would not be in a typical classical period orchestra?
- a. Bassoon
 - b. Clarinet
 - c. Guitar
 - d. Violin
13. Which dance is not a ceremonial dance?
- a. Artistic
 - b. Hunting
 - c. Wedding
 - d. Celebration
14. The French Horn as we know it has changed in what way since the 1800s?
- a. Added valves
 - b. Became smaller
 - c. Colored red
 - d. None of the above
15. Which of the following is not a dance element?
- a. Form
 - b. Time
 - c. Force
 - d. Match
16. In which musical style would music be played *forte*?
- a. Rock-n-roll
 - b. Baroque
 - c. Minimalist
 - d. All of the above

17. Which of the following is not a non-locomotor skill?

- a. Bend
- b. Stretch
- c. Run
- d. Swing

18. How is the music that I listen to today different than 200 years ago?

- a. Contains electric instruments
- b. Music is softer
- c. Music is louder
- d. No difference

19. Which of the following is an American culture?

- a. African
- b. Spanish
- c. Colonial
- d. Japanese

20. Which composer is a great harpsichord player?

- a. Bach
- b. Aaron Neville
- c. Run DMC
- d. J. Lo.