

Movement
Music Lesson Plan

Title: Dancing with Music

Grade Level: **2nd Grade**

Source: Dr. McConkey

Materials needed:

- A White Board or erasable/moveable board.
- A speaker to play music!

Procedure:

A.S: Does anyone like to dance? How do you dance? What do you use to dance? Your legs? Your arms? Your whole body? Well, today I have a book about dancing!”

1. Show the book to the students and read the book!
 - a. Make sure to stop and do the movements included in the book.
 - i. “How can you dance as a kangaroo?”
 - b. Model dances and let students dance ‘as a tree’ or ‘wind’ or other metaphors.
2. Review what we did in the book, “What did we dance as?”
 - a. Kangaroo, crab, frog, king, etc.
3. Write dances on the board for students to see.
 - a. Write the dances in order for them to do!
 - i. For example, 1. Kangaroo 2. Crab 3. Frog, etc.
 - b. Ask students, “How do you like the dances?”
 - c. Begin choreographing the dance in the order that is written on the board.
4. Ask students, “Now that we have our dances and our dances in order, what else do we need?”
 - a. We need music.
5. Play music on the speaker and do the dances in order.
 - a. Ask students, “Did the dances mix/fit well with the music?”
 - i. Yes, or no?
 - b. Ask “Should we adjust our dances/dance order?”
6. Listen to the song/music again and see how the dances fit with the different forms and melodies.

- a. Ask “Should we switch anything”?
 - b. Switch any dances according to student requests and agreements.
7. After agreeing on the order of dances, play the song again and do the dances accordingly.
 8. After doing the dance to the music and all students are content, bring back everyone into a circle to conclude.
 - a. Ask “What did we need for dancing”?
 - b. Ask “How about the order of songs?”
 - i. We had to match the movement to the songs for it to be smooth and make sense.
 - c. “We had to find which dances fit with the songs”?

Closure: After doing the dance to the music and all students are content with the choreography, bring back everyone into a circle to conclude.

Ask “What did we need for dancing? “Why did we have to re-order the songs?”

Educational Objective: By the end of this lesson, students will have learned . . . the types of ways students can dance and how to match a dance to the music – understanding beat, form, melody, etc.

Music Standards Utilized:

CREATING	<p>Essential Question</p> <p>How do musicians make creative decisions?</p>	<p>Anchor Standard: PK.MU:Cr2</p> <p>With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p>
PERFORMING	<p>Essential Question</p> <p>How do performers interpret musical works?</p>	<p>Anchor Standard: 6.MU:Pr4.3</p> <p>With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo).</p>
RESPONDING	<p>Essential Question</p> <p>How do individuals choose music to experience?</p>	<p>Anchor Standard: 6.MU:Re7.1</p> <p>Select music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>
CONNECTION	<p>Essential Question</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Anchor Standard: PK:MU:Cn10</p> <p>With substantial guidance, explore how personal interests connect to creating, performing, and responding to music.</p>

Social Emotional Learning (SEL standards)	RE/SM 02 Self Management 03 – Recognize one’s personal traits, strengths, and limitations.
Cognitive Learning	Students are thinking about what type of dance moves/movements go well with the different music sections and must think of the order and sequence of dance moves.
Physical Learning	Students are standing and doing the dance moves according to the music once it starts.
Non-Musical Subjects	<u>(Subject):</u> <ul style="list-style-type: none"> - Speaking and Listening 1 ELA - Math – Number sequence - PE Standard 5.2, 5.4 – Participate willingly in physical activities and describe how positive social interaction can make physical activity with others more fun.
Universal Design for Learning (UDL)	<ul style="list-style-type: none"> - Recruiting Interest 7.1, 8.3 – Optimize individual choice and autonomy and foster collaboration and community. - Perception 1.1 – Offer ways of customizing the display of information.