

## CMS Lesson Plan

Date: _____	<b>Subject:</b> <u>Dance And Steady Beat - Maraca</u> <b>NCSCOS Obj.#:</b> <u>6.02 Demonstrate perceptual skills by moving to music of various styles and cultures. 6.07 Show respect while listening to and observing instrumental and dance performance by other students. 2.01 Play with pitch and rhythmic accuracy. 2.02 Play with appropriate technique and posture 2.04 Play independent instrumental parts while others dance. 2.07 Show respect for the instrumental playing efforts of others.8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.</u>	<b>Homework:</b> N/A
Pace:	Material/Technology Needed Maracas, Woodsticks, CD: Music k-8 March/April 06, Dance Chart	
Start Time	<b>Link to Prior Learning</b> <span style="float: right;"><b>Students Will:</b></span> The students will clap simple rhythms. I will point out the techniques we covered in past classes. (4/4 time, Rests and Quarter)	
	<b>Purpose/Objective of the Lesson</b> TLW understand relationships between music, and the other arts. Students will demonstrate perceptual skills by moving to music, and playing rhythm instrumrnts from various cultures.	
	<b>Lesson Input/Modeling</b> Today we will choreograph a dance based on the song "Maraca". I will need your help in creating movements to this music. So think about what type of movement best fits this music. We will also play musical instruments while we dance. First let's listen to the song "Maraca" <b>Key Questions:</b> <ol style="list-style-type: none"> <li>1. What style of music do you think "Maraca" is?</li> <li>2. What culture do you think this song "Maraca" comes from?</li> <li>3. Name other instruments that we could use in this song.</li> <li>4. Can you think of any other way we can show steady beat in this song using the 8 beat recurring pattern?</li> <li>5. How many beats do you hear repeating in a pattern?</li> </ol>	
<b>End Time</b>	<b>Class Activity</b> Guided Practice: <ol style="list-style-type: none"> <li>1. I will explain to the students that we will be playing instruments in a recurring pattern of 8 beats.</li> <li>2. When we play recurring patterns this is called playing a steady beat.</li> <li>3. I will then show the students the pattern we will be playing.</li> <li>4. Students will play the song "Maraca" with an 8 beat recurring pattern, on the maracas and woodsticks</li> <li>5. I will show students the Dance Chart that we will use for the song "Maraca".</li> <li>6. I will ask the students to create and name 10 dances which we can do for 8 counts each.</li> <li>7. We will write these dances on the Dacne Chart in the order which we will perform them.</li> <li>8. I will ask the students to make one big circle around the room.</li> <li>9. We will practice our 10 dance steps using a pattern of 8 beats.</li> <li>10. We will then do the song again using the Cd.</li> </ol> Independent Practice <ol style="list-style-type: none"> <li>11. I will then divide the class into groups:                         <ul style="list-style-type: none"> <li>Group 1: Maracas</li> <li>Group 2: Woodsticks</li> <li>Group 3: Dancers</li> </ul> </li> <li>12. We will go over each part to make sure students can play their parts independently.</li> </ol>	

Summary/Closure

13. We will end the class by performing the song with all 3 groups at one time.

14. We will switch until every child has the opportunity to play all instruments and dance.

**Reflection:**

Differentiation					Student Engagement					Teacher Input					Critical Thinking					Lesson Effectiveness				
Low		High			Low		High			Low		High			Low		High			Low		High		
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5