

Grade 8 – Arts Education Dance

Rhythm

1 hour lesson

Lesson 4

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CH 8.2 Analyze the influence of social issues on the work of contemporary First Nations artists and share results.

Indicators

c. Investigate the work of artists that reflects a concern with historical events including Treaties and the effect on colonization, racism and marginalization.

Creative dance concept –

Rhythm – Understand the basics of pulse and pattern. Be able to dance and create phrases that are in time with the music.

Five Part Lesson Plan -

1. Warm up –

What defines the pulse? It is a steady rhythm that does not change. It is an internal rhythm.

Where is the pulse in your body? Heart, neck, wrist.

What changes its speed and strength? Physical activity level, nervous system

2. Introduction –

Look at the Bear Dancer video and have a discussion about keeping the pulse, how dance makes us feel and what is the cultural/historical relevance of dance in a culture.

3. Exploring the Concept–

Finding the pulse in your body parts – knees, spine, hips, head, arms, feet.

Finding the one – Sitting on the floor clap on the one and three, clap on the two and four.

Add in different body rhythms – slap, clap, stomp.

Assessment – How willing am I to participate?

4. Skill Development

Listening to the music, when the beat gets stronger my pulse gets stronger, when the music gets faster I speed up my movements.

In a circle –

Two counts of eight that gets faster and slower –

Clap, slap, stomp, stomp X2 (8 counts)

Crossing the circle walking (8 counts)

Across the floor –

Clap, slap, stomp, stomp X2 (8 counts)

Walking across the floor (8 counts)

Turn

Freestyle while keeping the pulse

Reflection -

How does dance class make me feel?

What have I learned in dance class?

Would I like to keep dancing?