

TITLE:

Creating an Audience Place

DEVELOPED BY:

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ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

Children will be able to:

- understand that there is one dancer in a solo, two dancers in a duet, up to six dancers in a sextet
- understand the role of the audience and the performer
- perform for one another

VOCABULARY:**Arts Vocabulary**

Solo, duet, trio, quartet, quintet, sextet

Audience place

Audience and performer

Curriculum Content Vocabulary

1, 2, 3, 4, 5, 6

MATERIALS NEEDED:

Jar

Word cards

Die

Music

MAIN EXPERIENCE:

Introduction

In a glass jar put in 6 word cards – solo 1, duet 2, trio 3, quartet 4, quintet 5, sextet 6. Pass the jar and ask children how many cards they think are in the jar. Write their answers on a graph to compare if the same numbers come up. Pull out cards in numerical order and read: *Solo – 1, a solo dance is one person dancing.* Call on one child to go to the middle of the circle for a solo dance. Chant *solo dance, solo dance, one person dancing a solo dance.* Repeat for the rest of the cards. Ask the children, *If the last card is a sextet, how many cards were in the jar?* Count the cards.

Main Experience

Audience Place

Sing: *Let's all go to the Audience Place, let's all go to the Audience Place, let's all go to the Audience Place for Dancing Dances.* During the experience, the children sit on the floor in an area designated as the Audience Place. There should be enough space for 1-6 children to dance at a time. Explain that the performer's job is to dance or perform on the imaginary stage and the audience's job is to respectively watch and listen. *We know that the dance is over when the dancers bow. Then, the audience claps. Bowing is the dancer's way of saying thank you to the audience and clapping is the audience's way of saying thank you to the performer.*

Roll a large die on the stage to determine the number of dancers to dance on the imaginary stage. Ask the children how many dancers should dance. Ask the children how they got their answer. Choose number of children as decided by the roll of the die. Hold up die and corresponding work card (ex: / 1 / solo). Describe the children's movements while they are performing using the Descriptive Language Strategy – *I see one dancer dancing a solo dance on a high level.* Repeat until everyone who wants a turn has had a turn.

Closing

Ask the children what they saw. Use die and or word cards to facilitate transition to next classroom experience.

INTENTIONAL QUESTIONS:

Problem Solving/Critical Thinking (i.e. prediction)

Estimation in warm up

Factual Questions

If the last card is a sextet, how many cards were in the jar?

How many people are in a solo? A duet? etc.

How many children should dance? (Based on the die roll)

MODIFICATION:

Feel free to limit numbers; for example, 1-3/solo-trio
