

ARTIST LESSON PLAN FORM

Teaching Artist: Terlene Terry-Todd

Literacy Connection: *Barnyard Dance* by Sandra Boynton

Singapore Learning Goal: Numeracy

Learning Goal 1. Recognize and use simple relationships and patterns

Singapore Learning Goal: Aesthetics and Creative Expression

Learning Goal 1. Enjoy art and music and movement activities

Learning Goal 2. Express ideas and feelings through art and music and movement

Singapore Learning Goal: Motor Skills Development

Learning Goal 2. Demonstrate control, coordination and balance in gross motor tasks

Children's Objective(s) for lesson:

- Physical Domain – gross/fine motor skills, balance, non-locomotor & locomotor skills, creating and moving in pattern sequences through space
- Cognitive Domain – recognizing patterns, making predictions, developing concepts and processing information; learning through active participation
- Social Domain – group participation, collaboration and communication development, building self-esteem, sharing and taking turns; understand how other communities work, following directions, respect for others

Curriculum Content Vocabulary:

Feet, hands, barnyard, horse, cow, pig, bunny, duck, chicken, donkey, sheep, promenade, turkey, frog, clover

Arts Vocabulary:

Stomp, clap, bow, twirl, bounce, strut, spin, prance, swing, slide, leap, trot, turn

Children's Prior Knowledge:

Previous knowledge of farm animals

Procedure:

Introduction

- Step 1. What does it mean to dance? Do "Freeze Body Dance" as a warm-up experience to incorporate the use of locomotor movements, levels, and body identification.

Main Experience

- Step 2. Using open-ended questions discuss the book *Barnyard Dance*.
- Step 3. Discuss and practice how each animal at the barnyard dance moved and sounded.
- Step 4. On the musical or instrument cue, everyone will find their own personal space.
- Step 5. Review the movements and sounds of 3-4 animals that were in the story
- Step 6. Creating AB Pattern: Everyone will create and practice two animal dance moves

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- Step 7. Using two different instruments, tell the group that drum will be for animal movement 1 and bells will be for animal movement 2.
- Step 8. Everyone will move for animal 1 and then change to animal 2 on the next instrument. This will be repeated across the room.
- Step 9. Once children have recognized and mastered the AB movement pattern have them create an ABC pattern using three different animal movements. Be sure to add another instrument.

Closing

End with a full body stretch in “warrior pose” and “tree pose” followed by full deep breaths.

Intentional Questions to Assess and Further Learning:

Open-Ended (*i.e. children contributing possibilities, thoughts*): What does it mean to dance?

Demonstration (*i.e. “show me...”*): Show me how you can make an AB pattern with body sounds. Show me how your (animal name) moves.

Application of Learning (*i.e. making connections to real world experience*): Can you name a locomotor movement/non-locomotor movement? How do you know?

Problem Solving/Critical Thinking (*i.e. prediction*): What would happen if we add a third animal movement?

Factual Questions: What makes a pattern?

Variations:

- Making patterns with levels and locomotor movements
- Partners: Making opposite movement patterns
- Making AB patterns changing directions