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## Creative Action Unit Plan for Artist in Residence in the Classroom Programs

Teaching Artist Si Mon' Emmett School Campbell Elementary Age/Grade 3rd

Unit/Activity Title Renaissance Art Latinx Dance Unit Dates Aug. 24-Oct.18, 2016

Frequency (*Days a week, hours a day*) 1-2 days/week, 1 hour/class

### Activity Description:

(Describe what the unit is about. What is the big picture and purpose of the unit?)

Students will learn about Latinx culture through a particular style of dance called “Cumbia,” and how certain elements change over time and intermingle with other cultures. Through collaboration and practice with the elements (movement, music, history) students will perform for family and friends.

### Artistic Medium(s):

(What type of class is this?)

Dance

### Guiding Statements for the Unit: (3 per statement – one artistic, one SEL, one in other academic content)

After this unit the student will **know**

- **Generating a performance requires awareness of rhythm, counts, basic steps and teamwork**
- **How to utilize collaborative skills with peers to achieve a common goal**
- **How to identify similarities, differences, and history Cumbia has with non-Latinx cultures**

After this unit the students will **be able to**

- **Collaborate with peers**
- **Demonstrate the basic dance skills of Cumbia dance**
- **Perform a role that contributes to unity & togetherness within the student’s school and community**

After this unit the students will **appreciate**

- **The connection that traditional cultural practices, such as Cumbia, have to modern dance/music**
- **How dance can be a positive quality that crosses multiple cultures and groups**
- **Latinx as a dance that is multi-cultural and isn’t limited to one group**





**What Core Content Areas do your lessons support?**

Reading/ELA

Math

Science

Social Studies

3rd Grade:

113.14b13: Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:

- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
- (B) compare ethnic and/or cultural celebrations in the local community with other communities.

113.14b15: Culture. The student understands the importance of writers and artists to the cultural heritage of communities.

x Fine Arts

3rd Grade:

**117.112.b.3:** Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- (C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;

**TEKS:** *There should be at least one TEKS listed for each of the Target Areas Addressed.*

Social Studies TEKS: 113.14b 13, 15

**Lesson Objectives:** Give a brief statement for each lesson’s objective. (What are the goals for the lessons? How can they scaffold and connect to the next lesson?)

Next, help the teacher who is hosting/partnering with you at their school and in their classroom understand how they can support and/or participate in your lessons by completing the statements below.

Adjust the number of lessons as needed below.

Lesson 1:	<p><b>Group 1 &amp; 2</b> Welcome, team building and goal setting. Rhythm Name Game: everybody makes a circle in the room, learn a rhythm (4-count of</p>	Host teacher can help lead DAR questions building on students’ experiences with dance. Host teach can also help with keeping the rhythm going during the name-game activity.
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	<p>Cumbia, using shaker), between the rhythm one by one students say their name followed by a physical (in-place) expression that best describes them in 4 counts. Everyone repeats after each student says their name. Introducing Cumbia's culture &amp; quick D.A.R. questions about anyone's experience w/ any type of dance.</p>	<p>Host teacher can model desired participation and assist with behavior management if TA requests it.</p>
Lesson 2:	<p><b>Group 1 &amp; 2</b> Rhythm, counts and basic choreography. We will start with a warm-up for our minds, ears and feet! Cumbia Soundscape Activity: students stand in a circle, and one by one re-create the different sounds they hear in Cumbia music. These sounds and/or words will create a Cumbia musical orchestra. After instructor does a few times, a person can play a conductor &amp; have the orchestra get louder/softer and play with just a few sounds at a time. Eventually the orchestra can layer on emotions, themes and even movement! (Movement can be done all together still in a circle facing each other, w/ the soundscape rhythm or music). Continue with rhythm and counts to learning basic Cumbia steps.</p>	<p>Host teacher can demonstrate as a conductor for a minute or so. They can also help encourage students with variations of sounds if they hit a creative wall.</p> <p>Host teacher can model desired participation and assist with behavior management if TA requests it.</p>
Lesson 3:	<p><b>Group 1 &amp; 2</b> Choreography! Warm-up game (Do-This-Do-That) to start students on their feet. We will use the sounds, rhythm and basic movements learned yesterday to learn full choreography. Perhaps pair with music if needed at this point.</p>	<p>Host teacher can help with directing choreography if some students seem lost. They can also demonstrate steps at front of class while instructor helps various students.</p> <p>Host teacher can model desired participation and assist with behavior management if TA requests it.</p>
Lesson 4:	<p><b>Group 1 &amp; 2</b> Choreography with music: Students will run through choreography, incorporate formations, go over any questions, discuss costumes for performance.</p>	<p>Host teacher can help with directing formation if some students seem lost.</p> <p>Host teacher can model desired participation and assist with behavior management if TA requests it.</p>
Lesson 5:	<p><b>Group 1 &amp; 2</b> Run through choreography with formations and music.</p>	<p>Host teacher can help with directing formation if some students seem lost.</p> <p>Host teacher can model desired participation and assist with behavior management if TA requests it.</p>
Lesson 6:	<p><b>Group 2</b> Dress rehearsal. Another run-through on the stage w/ costumes and music if possible. If time permits, we will have a reflection and celebration the last half-hour.</p>	<p>HT can assist with direction of formation, choreography and controlling music.</p> <p>Host teacher can model desired participation and assist with behavior management if TA requests it.</p>





	<p><b>Culminating Activity:</b> <i>(What is the final closing event or lesson that connects the lessons of this activity/unit together and brings closure?)</i></p> <p>Final performance of Latinx dance and music on Oct. 18 will showcase our moves! Celebration/reflection in class will allow us to look back on what we have learned and how it connects us as a community.</p>	
<p><b>M a t e r i a l s &amp; R e s o u r c e s</b></p>	<p><b>Materials:</b> <i>This is a complete list for all the lessons in this activity/unit including Technology Tools (computers, internet, gaming systems, etc)</i></p> <ul style="list-style-type: none"> <li>● Portable speaker</li> <li>● Shaker</li> <li>● One large post-it self-stick easel pad (25 x 30.5 inches or close in size)</li> </ul>	<p><b>Unit Resources/Partnerships:</b> <i>(What organizations/people could you partner with to achieve your unit goals?)</i></p> <p>Latinx music Teaching Artist(s) to partner in one performance of live music with dance!</p>
<p><b>Scho ol Day &amp; Fami ly Con nect ion</b></p>	<p><b>After School Connection:</b> <i>(In what ways could you connect to campus after-school activities, initiatives, and teachers?)</i></p> <p>Students can continue to learn about Latinx heritage through dance and music by discussing famous musicians or artists who have made a difference in their communities through projects/activities in other programs or classes. A future class project perhaps?</p>	<p><b>Family Connections:</b> <i>(What types of themes/activities will generate family involvement? How can parent/families participate in your unit?)</i></p> <p>Encouraging students to share learned dances and activities done in class with family and friends!</p>





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**Activity Reflections:** Please fill out after the last lesson of this activity/unit.

*What are some modifications you made along the way? How did you know students learned? How did you know parents/families learned or were engaged? How would you assess student/parent/family impact on the community or results of this (service-learning) activity? What are some things you would do differently?*

I definitely had to plan more for contingencies in regards to time and class management. In the first few classes as I got to know the students, and as they got to know me, I had to spend more time attempting to settle them down and control the volume. I often didn't have time to get to everything on my Lesson Plan in those instances, but learned later tactics in the third week that helped me communicate better and stay on track.

When some students were able to successfully assist fellow classmates with reviewing basic steps, I was able to tell that they had learned beyond the point of doing what I was doing. I tried to give them those teaching moments fairly often. The showcase was a very exciting night, I knew it was for the kids as well. I could tell the parents were very invested and engaged by the way they supported their kids with the clothes they needed and by keeping a very hype tone in the audience during the performances. It was definitely a night of unity and excitement!

**Student Voice:** *It is important to get student reflections and ask them about their thoughts. Ask your students: What things did they like/dislike? How would they change this activity (to make it better)? What are possibilities for this activity to extend it? How can parents/families be brought into it more?*





<b>4 C S t u d e n t G r o w t h E x p e c t a t i o n s &amp; R e f l e c t i o n</b>	<p><b>At the beginning of the unit :</b> check at least <b>two</b> outcomes for each 4C. These are the outcomes you intend your unit will focus on.</p> <p><b>At the end of the unit:</b> write a short description for each 4C of what you did to focus on that outcome, and/or how you saw growth within your students in that area.</p>
	<p style="text-align: center;"><b>Creative Artists</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learns artistic skills</li> <li><input checked="" type="checkbox"/> Works on creative projects in a group</li> <li><input type="checkbox"/> Experiences a variety of art forms</li> <li><input type="checkbox"/> Can express their thoughts and feelings through creative projects</li> <li><input type="checkbox"/> Works on creative projects alone</li> <li><input type="checkbox"/> Develops an appreciation of art</li> </ul> <p><b>Learned artistic skills by attaining the knowledge of basic Cumbia dances</b>  <b>Worked on creative projects in a group by practicing unity in the choreography and sharing the dance in a showcase</b></p>
	<p style="text-align: center;"><b>Courageous Ally</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes injustice, hate, and discrimination and decides to do something—large or small—about it.</li> <li><input checked="" type="checkbox"/> Reaches out to others and helps everyone feel welcome.</li> <li><input type="checkbox"/> Empathizes with others who are targeted for being different.</li> <li><input type="checkbox"/> Believes all people have equal rights.     <input checked="" type="checkbox"/> Shows respect for all.</li> </ul> <p><b>Reached out to others by working in pairs to help their peers review basic steps</b>  <b>Displayed respect and helped everyone feel welcome by pledging on first day to “use kind words” and “be nice” (1st day class rules: Ms. Si Mon’s Hi5)</b></p>





4 C S t u d e n t G r o w t h E x p e c t a t i o n s & R e	<p style="text-align: center;"><b>Critical Thinkers</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Thinks through problems to find solutions</li><li><input checked="" type="checkbox"/> Understands how to break down a project into steps</li><li><input type="checkbox"/> Analyzes text and media for greater meaning</li><li><input checked="" type="checkbox"/> Is able to reflect upon experiences and incorporate lessons learned</li><li><input type="checkbox"/> Is curious and actively questions and engages in their world to understand diverse perspectives</li></ul> <p><b>Showed ability to reflect by participating in the discussion post-performance and write down reactions to the showcase experience</b></p> <p><b>Displayed understanding of how to break up project into steps by participating in the conversation about the goals for the class, which includes a showcase at the end of the unit. They knew the goal and how we would get there from the very beginning.</b></p> <p style="text-align: center;"><b>Confident Leaders</b></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Step up to help others accomplish work. (Doesn't sit back and let others do the work alone)</li><li><input type="checkbox"/> Understands when to lead and when to step back and encourage others</li><li><input checked="" type="checkbox"/> Listen attentively and communicates ideas clearly</li><li><input type="checkbox"/> Learns from making mistakes</li><li><input type="checkbox"/> Sets goals, anticipates and adjusts for obstacles and recognizes accomplishments</li></ul> <p><b>Stepped up to help other and communicated ideas/feedback while work in pairs to help their peers review basic steps</b></p>





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