

WEEK 5 Day 4

Dramatization: Dance or Music Performances

Children perform their solo or ensemble musical or dance acts for the class and/or the invited audience.

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Question	What process helps you construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	<ul style="list-style-type: none">● choreographer: someone who makes up dances● composer: a person who writes and arranges pieces of music● musician: someone who plays a musical instrument● ensemble: group of musicians, dancers, or actors who perform together● solo: a performance done by only one person● audience: a group of people who attend a performance● emcee: a person who introduces guests or performers at an event
Materials and Preparation	<p>Replenish any materials from the previous weeks.</p> <ul style="list-style-type: none">● music, musical instruments, attire needed for the performances● camera for photos/video● paper and clipboards● writing tools <p>Confirm attendance of the audience from outside your classroom and designated time frame (families, school staff, visiting expert, etc.). This is an excellent opportunity to show the expert/s who visited the classroom what the children made and to make connections between the expert/s work, their knowledge and their creations.</p>

<p>Intro to Centers</p>	<p><i>Today and tomorrow we'll be performing our _____ (dance/s or musical arrangements) in front of an audience.</i> <i>What do you think we need to make the audience feel welcomed and comfortable?</i></p> <p>Invite children to think about seating, about writing a program so the audience knows what to expect, having ushers, ect. Make a list of their ideas and invite them to choose what they would like to work on. Some children may choose to create/arrange the items needed to make the audience feel welcomed, some may choose to be performers and some may choose to be the audience once the performance is ready.</p>
<p>During Centers</p>	<p>Encourage children to make the items added to the list. Additional ideas include programs, chair arrangements, welcome signs, tickets, deciding who will be the emcee.</p> <p>If more than one performance will take place, support children in making the decision of the order of the performances making sure that all involved have a chance to do so.</p> <p>Set aside sufficient time towards the end of Centers for the performance/s to take place.</p> <p>Take photos or record video of children setting up and of their performance.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Are there any other props you need? How could you make that? ● What else do we need to have ready for the performance/s? ● How will you decide the order of the performers? ● If you don't agree, how will you solve the challenge? ● How does working as a team help you perform/create the props needed for the performance?
<p>Standards</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.3. Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p> <p>SEL.Relationships Skills: Teamwork</p> <p>SEL.Relationships Skills: Social engagement</p>