

WEEK 4 Day 1

Writing & Drawing: Choreography or Musical Composition 2

Children continue to create a dance or a musical composition and record the step by step process.

Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Question	What process helps you construct structures, ideas, and works of art?
Vocabulary	<p>choreograph: to make up, or construct, a dance</p> <p>compose: to make, or construct, a piece of music</p> <p>studio: a special place for creating</p> <p>construction: making or building; things that are made or built</p>
Materials and Preparation	<ul style="list-style-type: none"> ● composition template or choreography template ● paper ● engineering design process visuals slides ● musical instruments ● writing utensils ● video examples, from Library & Listening Center slides ● video of children’s dances or songs ● books about music and dance from the library ● varied music <p>Depending on whether children are creating musical composition or choreographies set up accordingly.</p>
Intro to Centers	<p style="text-align: center;"><i>This week you can continue creating choreography or musical compositions. Here are some examples of what you have been working on. Let’s look at the templates first and then the video of their_____.</i></p> <p>Show first the template, then video.</p>

	<p><i>What do you notice?</i></p> <p>Harvest some responses. Encourage children to make connections and notice similarities. Prompt children to think about ways to improve their work.</p> <p><i>This week you can go back and revise your dances and songs and keep creating new ones. Work together as you are trying them out in the Dance or Music recording Studio. You can use more than one template if you need more steps.</i></p>
During Centers	Support children to revise their original plans or add to them to expand their dance or song. Encourage children to try the steps out to see if they work and invite them to collaborate with each other.
Facilitation	<ul style="list-style-type: none"> ● What kind of song or dance are you creating? ● Is this a fast or a slow song/dance? Is it a solo, duet, or a group? ● What instruments will you need? ● How will you move your body during the beginning of the dance? ● How will the musicians know what to play? ● How will you record that information on your Composition/Choreography Plan? ● How will your song/dance end? ● What kind of music will accompany your dance? How will you add this information to your choreography plan? ● How are you revising your dance or song? What else are you adding to it or changing? ● How does working together help you with your dance or song?
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.3.K.b Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>SEL.Relationships Skills:Teamwork (Boston)</p>

Notes