

Lesson Title: Donkey Riding	Grade: 3
<p>Curricular expectations addressed: Dance: A1.2 use dance as a language to represent ideas from diverse literature sources Music: C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods C1.2 apply the elements of music when singing, playing an instrument, and moving C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places Social Studies: --collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers ... using waterways for transportation)</p>	<p>Materials needed: --ppt with... -photos of things mentioned in song, -words of song --audio recording of song --mallet instruments and mallets</p>
INSTRUCTIONAL PLAN	
<p>Setup: When students come in... -- song words on screen -- 'harmony' 'ostinato' written on board --mallet inst. for me to use --other insts. Ready for students to get (enough for half the class)</p> <p>-teach song: ---'patsch beat while you listen to me singing' ---'on words 'hey ho' clap hands --that signals the beginning of the chorus ---chunks: 'sing after me'</p> <p>-teach dance: ---facing me, then w partner, then w partner in circle -verse: clap own, partner, own, own -chorus: clap own own legs, plié -final phrase: link arms and exchange place with partner, then jump turn 180 degrees ready to start with new partner</p> <p>-listen to recording while I show slides --('after the slide show I am going to ask you about the pictures you saw and how they connected to the song') --discuss slides once by one --play recording again and ask students to listen for a 'harmony' part ('singing that is different than the melody we have learned') and raise hand when they hear it --stop recording and draw attention to ostinato --start up and have students sing along to ostinato: ('Don-key ri-ding')</p> <p>-instruments and dance creation --½ class collect insts to play the ostinato (they figure it out) (F,E,D,C) --¼ class makes up dance for verses 2, ¼ for verse 3 (groups of 4)</p> <p>-perform all together -1/2 class playing insts throughout -other ½ class dances for v.1 - v.2 dancers perform while v. 3 dancers move aside -vice versa for v.3 -all sing throughout (as much as possible!) --may require a few rehearsals!</p>	
<p>Assessment Tools and Strategies: --<i>Observation Checklist:</i> Represents ideas through dance? Sings? Plays accompaniment? Demos song structure through movement or other?</p>	<p>Possible accommodations: --provide verbal descriptions of ppt photos --offer choice between playing insts and creating dance --enable working with partners (dance and insts) --students can engage in dance with hand/arm movements if locomotion is problematic</p>