



Tuesday 11/15/2022

Week 1

Performing Arts Grade 3

Kandinsky Art- Pathways and Games

Arts Standards & Common Core Connections

MU:Re8 Interpret intent and meaning in artistic work.

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

DA:Pr5.1.3b Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.

DA:Pr4.1.3c Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

The student will be able to examine art work from Kandinsky to think of pathways they can use while playing a game.

The student will demonstrate steady beat using tubano drums and xylophones.

Vocabulary

- Pathways- The trail left by the dancer moving through the dance space. When dancing on a floor, the trail can be straight, curved, zigzag, diagonal, or any combination of these.
- Pitch- The term for how "high" or "low" the note sounds.
- Steady Beat- It's the ongoing, steady, repetitive pulse that occurs in songs, chants, rhymes, and music.

Essential Question

How can you use Kandinsky's art to inspire ways to move about the room?

Lesson / Instruction / Narrative

Greet the students and see how they are feeling for the day using your feelings chart. Remind them to use their hands to show the number for what they are feeling No Shouting out. After you do this have students stand up for a warm up put on Thanksgiving Freeze Dance Brain

break- <http://youtu.be/wR5S7H9GtUo>.

Next explain what we are doing for the day We will be learning about and artist named Wassily Kandinsky and looking at his art to get ideas on pathways we can make with our bodies, playing a couple of games, and playing Tubano Drums and Xylophones. Go over vocabulary words with students. Then play video about Kandinsky -<http://youtu.be/qt89fWM9ex4> . Show Kandinsky's art work and let students know to look at ways we can create pathways with our movement using his paintings. Next let students know to echo me. Say the words for the game witch witch we are going to play. Sing it in different pitch for each section. Teach first section "Witch Witch feel in a ditch picked up a penny and thought she was rich." everyone sings this. Explain the game 1 person will stand in the middle they are the witch they will sing in solo "Are you my children? Everyone else will stand on a dot and sing together "We are your children." Repeat 3X's On the fourth time the witch asks the group says " No you



old witch." Everyone now sings " Run from the witch! 2X's the witch can tag someone at this time if someone is tagged they will go to an instrument and play the steady beat for the song. Once instruments are full then someone can tap someone back in we will add a few more witches as the game goes along. If there is time we will play another game to the folk song Bow Wow Wow using puppy puppets for the game heads up seven up but we are standing while the puppies sing to use as they pick a person. The students then get to guess who picked them.

Formative Assessments

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify

Peer and Self-Assessment

Assists in recognizing what was of value in their learning and performance, and to identify gaps and opportunities for revision (Andrade 2010;Topping 2013) Students reflect on the quality of their own or their classmate's work, compare it to explicitly stated criteria, judge how well it reflects the criteria, and make suggestions for revision and improvement (Andrade 2010).

Instructional Strategies

- § Check for Understanding
- § Expectations
- § Get Moving - Physical Activity
- § Modeling
- § Work Together

Materials / Resources / Technology

Slides
Paintings
Tubano Drums
Xylophones
Puppets- dogs
witch cut outs
floor dots

Differentiation / Modifications

For ELL students I will be sure to have instructions repeated to them and also in writing.

For students who wont do a certain activity they will have choices to participate in the lesson play the game , be a witch, be a dog, use instruments, or help teacher with watching the class.