

WEEK 4 Day 3

**Dramatization: Dance or Music Recording Studio 2**

The Dramatization Center is now transformed into a Dance Studio or Music Recording Studio, a space in which children compose, rehearse and perform solo or ensemble acts.

<b>Big Ideas</b>	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.
<b>Guiding Questions</b>	What process helps you construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
<b>Vocabulary</b>	<p><b>choreographer:</b> someone who makes up dances</p> <p><b>composer:</b> a person who writes and arranges pieces of music</p> <p><b>musician:</b> someone who plays a musical instrument</p> <p><b>ensemble:</b> group of musicians, dancers, or actors who perform together</p> <p><b>solo:</b> a performance done by only one person</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● composition template or choreography template (some blank, some completed, from Writing and Drawing)</li> <li>● paper and clipboards</li> <li>● writing tools</li> </ul> <p>Plan to re-introduce the center, if needed, with any new materials, by inviting an expert (family member or professional community member) to visit the classroom, or by showing documentation (photos or video) of the children’s performances from the previous days.</p>
<b>Intro to Centers</b>	<i>This week you can continue to work on or rehearse in the _____ (dance studio or recording studio) what you have created in the last several days.</i>

	<p>Introduce and show new materials and resources, if any, including documentation from the previous days, or by introducing an expert for inspiration and/or provocation.</p> <p>If you introduce an expert, support children in asking questions and making connections to their research.</p> <p style="text-align: center;"><i>Next week, we'll dedicate two days to perform for an audience so I want you to think about who you would like to invite. I left paper and pencils in the Center so you can make a list of their names.</i></p>
<b>During Centers</b>	<p>Continue to encourage children to first plan their dances/music or songs using the templates used in the Writing and Drawing Center. Children may recruit participants for their dances/songs, teach others their plan, and then participate in friends' dances/songs. Encourage the creation of collaborative dances and the possibility of improvisational dances or moves.</p> <p>As children rehearse/perform their designed choreography/songs/music, talk with them to support connections to their research and to their own experiences. Supply relevant vocabulary and probe for information about children's experiences and feelings about dance, songs and music.</p> <p>Invite children to think about who they would like to invite to their performance the following week. Help children to make a list and to reach out to them (they can also create invitations in the Writing and Drawing Center).</p> <p>Take photos or record video of children playing in the center. Take notes on their statements, questions, and dilemmas and use this documentation to engage them in deeper conversations.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Who are you pretending to be? What inspired you?</li> <li>● What costumes or props do you need to ____?</li> <li>● Will this be a solo or an ensemble act? Why?</li> <li>● If an ensemble performance: Who will you collaborate with?</li> <li>● If you don't agree, How will you solve the challenge?</li> <li>● How will you decide the order of the performers?</li> <li>● Who do you think in the classroom is an expert at ____ that we can ask for ____ /help with ____?</li> <li>● What/Who inspired you to perform it like that?</li> <li>● Is there another way you would like to perform this piece? Why? What will you need for that?</li> <li>● How does rehearsing/performing this _____ make you feel? Why?</li> </ul>

<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Global Connections (K)</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p><b>Economics (K)</b> Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p><b>Personal Finance (K)</b> Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p> <p><b>SEL.Self-Awareness:</b> Recognizing personal interests and motivation (Boston)</p> <p><b>SEL.Relationships Skills:</b>Teamwork (Boston)</p>
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<b>Notes</b>
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