

WEEK 3 Day 3

Dramatization: Dance or Music Recording Studio 1
 The Dramatization Center is transformed into a Dance Studio or Music Recording Studio.

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	<p>choreographer: someone who makes up dances</p> <p>composer: a person who writes and arranges pieces of music</p> <p>musician: someone who plays a musical instrument</p> <p>design: to plan or draw something before it is built</p> <p>rehearse: to practice to perform in public</p>
Materials and Preparation	<p>The class will have a choice between transforming the Dramatization Center into a dance or music studio where children will rehearse, review and perform (or play) their choreography, song/s, or musical compositions. The work in this Center will be directly connected to the research children will be conducting in the Library and Listening Center and to the planning they will be doing in Writing and Drawing.</p> <ul style="list-style-type: none"> ● child size body-length mirror ● scarves or pieces of other type of light material (different sizes) ● dancer’s attire props such as legwarmers, footwear, etc. (for dance studio) ● musical instruments (for recording or dance studio) ● images of dancers and musicians and books and other resources about dance and music ● composition template or choreography template (some blank, some already completed by the children at the Writing and Drawing Center)

- paper and clipboards
- writing utensils
- engineering design process visuals
- video examples, from Library & Listening Center
- ipad or laptop (or another tool) to play varied music and to watch short video examples for studio design inspiration
- on a whiteboard, create 2 columns: Music Studio and Dance Studio (to record children’s voting)

Music Studio	Dance Studio
(number of votes)	(number of votes)

Intro to Centers

This week we are thinking about how construction not only involves building things, but is also about creating dances, songs and musical compositions. Making up a dance is called choreography, making up a song or piece of music is called composition. Today, in Dramatization we are choosing between making a dance studio or making a music recording studio. Remember, in Writing & Drawing you can choose between composing, creating songs, or choreographing, creating dances.

Think for a moment about which one you would prefer, a dance studio or a music recording studio and we’ll vote to decide.

Give children a few seconds to think.

Raise your hand if you would like to create a music studio.

Record the number of votes on the correspondent column on the chart.

Now, raise your hand if you would like to create a dance studio.

Record the number of votes on the correspondent column on the chart.

Circle the biggest number and say it aloud.

The studio with the most votes is the _____. So this week, we’ll transform our Dramatization Center into a _____ studio where you will be able to rehearse and perform your _____ (music, dance, songs).

In the Dance Studio, you can construct, or make, different kinds of dances. First, you can go to the Design Studio in the Writing and Drawing Center to make a plan, or choreograph, your dance. Then you can go to the Dance Studio to practice and perform your dance” You might even want to have musical accompaniment for your

	<i>dance.</i>
During Centers	<p>The focus during the first few days is the physical aspect of the dance/music studio and how to create/ construct one in the Dramatization Center.</p> <p>Invite the children to look at images of studios and plan what they would like theirs to have. Ask probing questions to find out what their desired studio (dance or recording) should have.</p> <p>For the Dance Studio, offer musical instruments and/or recorded music so that children can have musical accompaniment. Encourage children to make signs for the entrance to their studio and for services or performances they will be offering.</p> <p>Invite children to first plan their dances or songs using the templates 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 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>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations. Keep these notes handy as you may want to use them for launching the Center the following week and to create provocations for children to engage in deeper play.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you think our _____ should look like? What do you feel inspired to design, build or create for our ____? What materials and tools do you need to complete this project? ● Who are you pretending to be? Why? What inspired you? ● What costumes or props do you need to ____? How could you make that? Who can help you make ____? ● Will this be a solo or a group act? Why? ● How will you decide the order of the performers? ● Who do you think is an expert at ____ that we can ask for ____/help with ____? ● What agreements should we have so that ____ (dancers, musicians or singers) are safe when they are rehearsing or performing?

	<ul style="list-style-type: none"> ● Look at your _____ (choreography, musical composition plan) from the Writing and Drawing Center. What is the first step in your _____? Show us what that looks like. What do the other steps look like? ● Do you think you need to review your plan? Who will you collaborate with to do that? ● What inspired you to compose/perform it like that? ● Is there another way you would like to compose/perform this piece? Why? What will you need for that? ● How does rehearsing/performing this _____ make you feel? Why?
Standards	<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.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>K.T4.1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p> <p>SEL.Self-Awareness: Recognizing personal interests and motivation</p> <p>SEL.Relationships Skills:Teamwork</p>

Notes
