

WEEK 3 Day 2

Writing & Drawing: Choreography or Musical Composition 1

Children 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 Questions	What process helps you construct structures, ideas, and works of art?
Vocabulary	<p>choreograph: to make up, or construct, a dance compose: to make up, or construct, a piece of music or song studio: a special place for creating 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, copies for small groups ● paper ● engineering design process visuals slides ● musical instruments ● writing utensils ● Ipad or laptop ● video examples, from Library & Listening Center slides ● books about music and dance from the library ● varied music <p>Children can have a choice between composition and choreography. This choice should be coordinated with what the class decides to do with Dramatization: a dance or a music recording studio. Set out instruments if children are working on musical compositions. Set up a way for children to watch video examples on a laptop or ipad.</p>
Intro to Centers	<p><i>This week, we are thinking about how construction not only involves building things, but is also about creating dances and songs. Making up a dance is called choreography, making up a song is called</i></p>

composition. In Writing & Drawing, you can choose between composing, creating songs, or choreographing, creating dances. You will use these choreographies or musical compositions in Dramatization in the dance/music studio.

Option 1:

If children choose to focus on musical composition follow this:

If you choose to compose a song: you could plan any kind of song you like: it could be a hip hop song, a Latin song, or a rap song. Turn and talk to a partner about music you would like to create.

Think, Pair, Share.

You can use these musical instruments to help you with your song.
Show the instruments and model how children can use them: i.e. shaking maracas, using hands to beat a drum.

As you get started, use the research from Library & Listening as a resource.

Show children the resources from the Library and Listening Center.

When you are ready to compose, or plan your song, use the composition template. Here's how to use it.

Model the steps on the template.

You can use the same Engineering and Design process we used to build things to create a song.

Show the Engineering and Design process steps.

Work together to figure out the steps for your song. When you are done creating your song, you can go to the music studio and try it out.

Option 2:

If children choose to focus on choreography follow this:

If you choose to create a dance: you could plan any kind of dance you like: it could be hip hop, ballet, tap, etc. Turn and talk to a partner about a dance you would like to create.

Think, Pair, Share.

As you get started use the research from Library & Listening as a resource. We could also talk to _____, the dance teacher to get ideas.

Show children the resources from the Library and Listening Center.

When you are ready to choreograph, or plan, your dance, think about a song you like you could dance to and use the choreography template. Here's how to use it.

	<p>Model the steps on the template. <i>You can use the same Engineering and Design process we used to build things to create a song.</i></p> <p>Show the Engineering and Design process steps.</p> <p><i>Work together to figure out the steps for your dance. When you are done creating your dance, you can go to the dance studio and try it out.</i></p>
During Centers	<p>Support children to plan their musical composition or dance and refer to the design process. As children use the template, help them to think about each step and what they might do. Encourage children to work together on their song or dance. Document via video when children try out their step by step process.</p>
Facilitation	<ul style="list-style-type: none"> ● What kind of song or dance do you want to create? ● Is this a fast or a slow song/dance? Is it a solo, duet, or a group? How will you decide? ● 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 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 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SEL.Relationships Skills:Teamwork (Boston)</p>

Notes
