



Project Essential Questions

- How can I use the performing arts to compare and contrast the daytime sky with the nighttime sky?
- How can music and movement be used to explore activity in the daytime and nighttime?

PROJECT DESCRIPTION

In this project students use music and movement to explore day and night. Students will begin by comparing and contrasting four very different styles of music. Students will apply their understanding of music vocabulary to express what they hear in the musical piece. As a class, the students will choose which pieces best represent daytime and which pieces best represent nighttime. Once each label has been placed on the musical choices, in groups, students will begin to interpret the music using dance movements. Students should be able to explain their movement choice based on movement in the day and night time.

LEARNING TARGETS

“I Can...”

- Describe and compare/ contrast musical selections
- Express how the music makes me feel.
- Create movements that depict daytime and night time activity
- Describe my movement choices and how they relate to day or night

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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Cherokee County (GA) School District and ArtsNow, Inc.

Approx. Duration of Project: 3-4 days

| Project Description | Learning Targets |
|---|---|
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ESSENTIAL QUESTIONS

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| <ul style="list-style-type: none"> ● How can I use the performing arts to compare and contrast the daytime sky with the nighttime sky? ● How can music and movement be used to explore activity in the daytime and nighttime? |
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STANDARDS

| Curriculum Standards | Arts Standards |
|---|--|
| <p>SKE1: Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objectives (sun, moon, stars) in the day and night sky.</p> <ul style="list-style-type: none"> a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both. b. Develop a model to communicate the changes that occur in the sky during the day, as a day turns into night, during the | <p>DA:Cr2.1.kb- Express an idea, feeling, or image, through improvised movement moving alone or with a partner.</p> <p>MU:Pr4.2.ka- With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr4.3.ka- With guidance, demonstrate awareness of expressive qualities (such as voice</p> |

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| night, and as night turns into day using pictures and words. | quality, dynamics, and tempo) that support the creators' expressive intent. |
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KEY VOCABULARY

| Content Vocabulary | Arts Vocabulary |
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| <ul style="list-style-type: none">• Day• Night• Similar (similarities)• Different (differences) | <ul style="list-style-type: none">• High• Low• Soft• Loud• Tempo• locomotor• non-locomotor |

ASSESSMENTS

| Formative | Summative |
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| <ul style="list-style-type: none">• Teacher observation• Active class and small group discussions | <ul style="list-style-type: none">• Performance• Grade K Project 2 Rubric (See Download) |

MATERIALS

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| Music Selections- audio only <ul style="list-style-type: none">• Flamingo dance (https://www.youtube.com/watch?v=18dFGcejbTQ)• Clair de Lune (starting at 1:15) / (https://www.youtube.com/watch?v=CvFH_6DNRCY)• 5th symphony (https://www.youtube.com/watch?v=4IRMYuE1hl)• Rhapsody in blue (https://www.youtube.com/watch?v=eFHdRkeEnpM) |
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| Activating Strategy (5-10 min) |
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- Class makes a circle.
 - Explain that each student will think of a movement. The movement can be locomotor (traveling through space) or non-locomotor (your feet stay in one place). Tell students they cannot have the same movement, everyone must create their own.
 - Teacher will demonstrate his/her movement for the class.
 - Once there is a clear understanding each student will present their movement, moving into the middle of the circle so that all can see.
- “Pass the Dance Move” Directions:**
- Everyone will stand in a circle, play an upbeat song
 - Go around the circle, everyone will take a turn and model a dance movement
 - Everyone in the circle will echo the movement for 10- 20 seconds
 - Then the person to the right of the “it” person will start a new movement
 - The pattern repeats until everyone in the circle has shared out a dance movement
 - Teacher discusses with the class which dancer did locomotor movements and which did non-locomotor movements.

Main Activity

PROCESS:

PART 1 - (20-30mins)

- Teacher will present 3 to 4 different types of music (no vocals). Play 2-3 minutes of each selection. After the first two pieces the teacher will allow the students to discuss what they heard, prompting music vocabulary (loud/ soft, high/ low, tempo, dark/ bright) as they go along.
- Continue with the last few pieces of music. Allow the students to discuss what they heard using the music vocabulary.
- Make sure you name each piece.

Classroom Tip: List the music vocabulary on the board. Assign a picture to represent each word.

Ex: loud-motorcycle, soft-feather, high- flying bird, low- groundhog underground.

- Students will choose two of the music pieces. One to represent daytime and the other to represent nighttime. Encourage students to explain why the musical mood reminds them of daytime or nighttime.

PART 2 - (30- 45 mins)

- Capture a class list of adjectives (describing words) that could be used to describe the daytime and nighttime piece
- Capture a class list of verbs (action words) that could be used to describe activities that take place during the daytime and during the nighttime. Encourage students to not just think about human activity but also animal activity in the day and night.

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Part 3

- Place students in small groups of 4-5 students each
- Tell each group to create a dance for daytime by selecting 4 verbs
- Encourage them to make 2 of their verbs locomotive dance movements and 2 non-locomotive
- Allow students time to create and practice their movements to the music selection the class previously selected.
- Do this same sequence of events for exploring a dance for nighttime.
- Teacher will digitally record each group's presentation of their movement. Before presenting, explain audience etiquette and what to do before and after presenting, so that the audience is aware of the start and the finish.

Part 4

- Inform students that we will watch each presentation. Explain to students that they are to watch for movement that demonstrates daytime or nighttime and locomotor and non-locomotor movement.
- Watch the videos of each group's presentation.
- Pause after each video to discuss what was seen (what the students noticed). Prompt them to use the vocabulary.
- Once all videos have been watched and discussed, have students reflect together as a class.

Classroom Tip:

- Always review the music vocabulary and content vocabulary to reinforce the student's application of it.
- Try to have very little input in the movement piece. Ask questions to help redirect students off track.

REFLECTION

Reflection Questions

- How did your daytime piece make you feel? Tell me 3 describing words.
- How did your nighttime piece make you feel? Tell me 3 describing words.
- Where there any similar movements you noticed in the daytime pieces? Nighttime pieces?
- Overall what could we say about the daytime? About the nighttime?

DIFFERENTIATION

ABOVE GRADE LEVEL STUDENTS:

- Compose a piece representing the upward motion of the rising (upward) motion and setting (downward) motion of the sun and moon just as they would a piece of music.
- Partner for written reflection.
- Encourage use of visual word wall.

BELOW GRADE LEVEL/ ESL STUDENTS:

- Encourage turn and talk, elbow partner sharing for each response opportunity.

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- Group students heterogeneously.
- Students use images to help express feeling associated with the vocabulary of the project.
- In a small group talk about the feelings they get from the music and how that makes their body want to move. Help them correlate these feeling (happy, sad, angry) to the movements of slow or fast, locomotor or non-locomotor.
- Build and frequently refer to the visual word wall.

ABOVE GRADE LEVEL:

- Part 1- **Vocabulary Melodic Contour**
 - **Use wording upward and downward motion**



- **Connect to the rise and fall of the sun**
- Part 2- Teacher ask more in depth questions about their movement choice and push students to create more difficult movement to give a deeper understanding of the contrast between day and night or both. Teacher suggest high and low movement to use different levels of the space.
- Part 3- Reflection questions: What type movement did you use in your piece? why? What did your music represent? How did you know? Did you enjoy the activity? why or why not?

EL Students:

- When grouping students to create movements to represent day and night, group them heterogeneously based on English proficiency. Students with lower levels of English proficiency will benefit from their peers modeling the language.
- When writing the reflection, allow students to work in partners.
- Provide first language support (when necessary and available) to clarify unknown vocabulary for newcomers.

ADDITIONAL RESOURCES

Musical Compilations Links:

- Flamingo Dance
https://www.youtube.com/watch?v=OvPitolajZk&index=28&list=PL40I7fP05OBn_U8v0_6h7UVNcE9tsJAXe
- Clair de Lune
https://www.youtube.com/watch?v=FcpamvLB2JU&list=PL40I7fP05OBn_U8v0_6h7UVNcE9tsJ

[AXe&index=32](#)

- 5th Symphony <https://www.youtube.com/watch?v=Euzpao9-GWg>
- Rhapsody in Blue https://www.youtube.com/watch?v=qWJ-kGuOA_Q

APPENDIX

- Grade K Project 2 Rubric

CREDITS

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