**Standard Information:** Tim Kaczmarek. 2nd Grade. MSU-Billings Instruments Unit

**Descriptive Title:** Dance and Movement with Instruments

**Lesson Description:** Students will listen to the book *Powwow’s Coming* by Linda Boyden. During this lesson students will learn why music, dance, and movement are important to Native American Culture. Students will then attend a Powwow at Montana State University-Billings.

**Objectives:** The students will (TSW):

1. Learn how music relates to Native American culture as measured by group discussion and a short writing assignment.
2. Learn how music relates to the movement and dance of a powwow as measured by group discussion and a short writing assignment.

**Concepts and/or Key Words:**

* Powwow: An American Indian ceremony or social gathering.
* Culture: The beliefs, customs, practices, and social behavior of a particular nation or people.
* Tradition(s): a long-established action or pattern of behavior in a community or group of people, often one that has been handed down from generation to generation

**Students’ Background Knowledge:** Prior background knowledge of Native Americans, cultures, and traditions will be helpful for this lesson but not necessary. Also, prior knowledge of rhythm, dynamics, tempo, and beat taught in previous lessons will be necessary for this activity. Students before this lesson will have explored using P.E. objects and creating various beats and rhythms.

**Materials:**

* Book *Powwow’s Coming* by Linda Boyden
* You Tube videos-Montana Powwows
* <http://www.youtube.com/watch?v=rxsN0FvY0-U>
* <http://www.youtube.com/watch?v=0MBhKFAlrX0>
* <http://www.youtube.com/watch?v=i7rH1GqP65k>
* <http://www.youtube.com/watch?v=m8VRZ10afEQ>
* <http://www.youtube.com/watch?v=vb1i1uBPIVQ>
* <http://www.youtube.com/watch?v=WRXyyFNUL0Y>

**Classroom Management Suggestions:** During the reading of *Powwow’s Coming* students will be dismissed by desk rows to be seated on the reading carpet. During the reading students will be encouraged to ask questions, this will require them to quietly raise their hand to be called on. During the powwow, students will be seated together in the bleachers with the teacher and parent volunteers seated around the students to use the proximity method.

**Assessment:**

1. Each student will be assessed on completing three sentences that describe how each term played a part in the powwow. Students will be required to write about rhythm, dynamics, tempo, and beat according to what was observed during the powwow. The following will go into the grade book:

+ Student completed three sentences using correct terms and displayed knowledge in the content area

* Student did not complete any sentences
* Student completed at least two sentences, terms displayed some knowledge in the content area

**Standards:**

Billings Curricula Guide- Grade 2-

Music:

2. Rhythms are made of sounds of different lengths

5. Music requires varied levels of loudness (dynamics)

7. Tempo: the speed of music

8. Expressive musical performance (group and individual roles)

9. Music can tell stories and is part of our cultural heritage

10. Attentive listening skills

Social Studies:

Montana State Standards-

Music:

 1. Students create, perform/exhibit, and respond in the Arts.

 2. Students apply and describe the concepts, structures, and processes in the Arts.

 3. Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

 5. Students understand the role of the Arts in society, diverse cultures, and historical periods

Social Studies:

 1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations

 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

**National Standards-**

**Music:**

6. Listening to, analyzing, and describing music.

7. Evaluating music and musical performances.

9. Understanding music in relation to history and culture.

Social Studies:

Topic 4 - The History of Peoples of Many Cultures Around the World

6. Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage.

Topic 2- The History of students Own State or Region.

3.Understands the people, events, problems. and ideas that were significant in creating the history of their state.

Indian Education for All:

 1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

2. There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

**Accommodations for Diversity:**

During this lesson Alex will be able to get around well. MSU-Billings is wheelchair accessible with seating for individuals with wheelchairs. The area that Alex is seated in will also be the area where the students will sit so he will be with his classmates.

During group work, Darrell will be placed in a group with students that are willing and able to help Darrell catch up for the days that he missed. Darrell with also be given a copy of the *You Tube* websites to access and review at home,

During group discussion, Shanai will be required to participate in her groups’ discussion; she may be given the option to write her ideas on paper. Each group will then pick one representative to their ideas to the entire class.

Maria will receive verbal directions along with the rest of the class; additionally the directions will be available for viewing on a white board. The teacher will then speak with Maria individually to answer her questions and make sure she understands what is expected of her.

**Teaching Model:** The 5 E’s

Engage: Students will be dismissed by rows to the reading corner. Once in the reading corner students will be asked if they know the meanings of the following terms: culture, tradition, and powwow. These terms will be discussed as a class with the students giving examples of their families’ culture and traditions. Next, students will listen to the book *Powwow’s Coming* by Linda Boyden.

Explore:After reading the book students will be lead in a discussion on how powwows play a part in Native American culture and tradition with an emphasis on music and movement. Students will be shown various *You Tube* videos of powwows across Montana. While watching these videos students will be asked to listen for the various rhythms, dynamics, tempos, and beats of the music and how these terms relate to the dancers movements.

Explain:Next students will be placed into pre-determined groups based on ability. In these groups students will be given one of the following terms; rhythm, dynamics, tempo, and beat. Each group will conduct a discussion on how this term plays a part in the music and movement of the powwow. For example tempo; was the tempo fast or slow, was the dancer able to follow along with the tempo of the music, or how did the tempo set the mood for the dance. Students will then share their findings with the rest of the class.

Elaborate:Students will now attend the powwow held at Montana State University-Billings. During the powwow students will be asked to play close attention to the rhythm, dynamics, tempo, and beat of the music as well as how each of these terms correlates to the music and the dancers movements. Students will be allowed to take their notebooks along with them that will have the terms and definitions written in them for reference and these will also be used for note taking if the students desire.

Evaluate:Upon return from the powwow students will discuss how each term played a part in the music and the dancers’ movements. Each student will then pick three of the musical terms and describe, in writing, how it was used in relation to the music or the dancers’ movements.