KANKOURAN

EXPERIENCE AFRICA RESIDENCY: LESSON PLAN

"Experience Africa" will integrate arts into the curriculum by utilizing movement, area studies, art, history, geography, singing, writing, and various means of creative expression as its tools for implementing the program.

CLASS LENGTH AND GRADE LEVEL:
45-60 minutes for Grade Levels Pre-K-12

ENDURING UNDERSTANDING: Traditional dances and drum rhythms promote communal harmony, self-discipline, sharing, and respect for elders.

ESSENTIAL QUESTIONS:

1) How can students understand traditional values in African dances and drum rhythms?
2) How can students find meaning in their own lives through traditional African dance and drumming?

OBJECTIVES:

1) Students will develop an understanding of African cultural traditions;
2) Students will explore non-verbal means of communication;
3) Students will be introduced to the history, language and traditions of African dancing and drumming.

LEARNING OUTCOMES:

1) Students will learn several songs and dances to demonstrate how values are conveyed;
2) Students will gain an understanding and appreciation for traditional African culture; and
3) Students will use instruments to accompany the dances and communicate messages to the dancers.

ASSESSMENT TOOLS:

1) Observation – students are observed executing the movements;
2) Skills Tests – students will be evaluated through skills tests that will allow them to demonstrate their ability to translate instruction into action;
3) Written Assignments – students will be evaluated through written assignments to assess their understanding and retention of information; and
4) Performance – students will be required to perform several choreographed selections for their parents and classmates.

CONTENT STANDARDS ADDRESSED: (DC Standards)

Strand I – Understand and create choreographic forms and meaning in dance

K.1.2: Explore a movement that expresses a feeling idea or image
2.1.2: Improvise dance movements based on a theme inspired from music, a song, a story or a poem
3.1.3: Respond to a variety of motivational stimuli in a movement to communicate literal or non-literal ideas in solo duet and group forms

Strand II – Performance

K.2.3: Dance to a steady beat of different tempos: fast, medium and slow
2.3.2: Understand the dance studio, stage and theatre as special places for dance, not general play or games
4.2.4: Perform a dance phrases, using changes in dynamics (energy) to reflect different ideas, feelings and meanings

Strand III – Analysis and Critique

2.3.2: Understand that the dance studio, stage and theatre are special places for dance, not general play or games
5.3.2: As an audience member, respect and honor the dancer for their devoted work in training, rehearsing, and performing dance

Strand IV – Interconnect: Apply dance and movement concepts to construct meaning and understanding in the arts, other subject areas, literacy, historical periods and multiple cultures

K.4.4 Observe dances from different cultures and describe what is interesting about the dances

National Standards for Music:

#8 Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standards:

Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

National English/Language Arts:

K-12.9: Multicultural Understanding: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles

K-12.10: Applying Non-English Perspectives: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

National Social Sciences/Geography:

NSS-G.2.
Places and Regions

Standard 6:
Understands that culture and experience influence people's perception of places and regions (Grades 3-5)

KANKOURAN