

Exploration of Traditional Dance

A Telecollaboration Lesson for
4th Grade Fine Arts

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Introduction

Dance is not only something that's fun and entertaining, there is a lot of history involved. This lesson will allow students the opportunity to explore some of the different dimensions of dance and learn where some dances originated. This lesson will be fun and educational. Students can either work alone or in groups. The assignment will require students to research a traditional dance from their state and present it online to students using an online database. Students from different states will be involved in this project.

By completing this assignment students will not only learn about their researched dance, but also from their peers. Students have a chance to really test their understanding by explaining their research to others using a variety of formats, documents, pictures, music clips, videos and whatever else they choose. This lesson promotes creativity, team work, collaboration and learning.

Learners

This lesson is geared towards 4th graders because it uses a 4th grade benchmark. This lesson could be modified for 5th and 6th graders as well. For 5th graders in addition to doing the online project, students can work in groups and actually learn and perform simple movement combinations from the dance chosen. The 6th graders would do everything the 4th and 5th graders did but also compare and contrast the dance steps from each type of dance.

Before beginning this lesson, teachers should have a discussion with the class about the different dance forms and styles from different cultural environments. Students should have a basic understanding of dance forms.

Curriculum Standards

This corresponds to the following 4th Grade Fine Arts- Dance standard

- Benchmark B: Explain the settings and circumstances in which dance is found in their lives and the lives of others both past and present.
 - o Share a traditional dance from Ohio history.

This lesson will allow students to:

- research the history of a traditional dance from their state
- share information via the internet to students all over the country
- learn from their peer's research and gain knowledge and understanding
- incorporate creative techniques to communicate information learned electronically

Partners

This lesson requires participation from students in other states. Instructors will use Epals to connect with other teachers within their grade level and get word out about the project. Once there are an acceptable number of participants, the instructors can setup the meeting arrangements and requirements.

Process

The lesson uses Judi Harris' concept of Database creations activity structure and the Collect, Share and Compare action sequence.

The lesson will be done over a week's time. This will give students enough time to research, organize, collect and share information.

Pre-Lesson Preparation	<ul style="list-style-type: none">❖ The teacher will prepare a short lesson discussing the subject of Dance❖ Teacher will reserve the media center for a set time for each day of the week.❖ The teacher will create a list of useful websites, and sources to be used by students.❖ The teacher will connect with other teachers on Epal and set up project❖ Epal accounts for students should be setup in advance to make login easier and less time consuming.
Day 1	<ul style="list-style-type: none">❖ There will be a short discussion to begin the lesson.❖ Students will choose teams or partners or work along and decide on which traditional dance they will research.❖ Students will use computers either in the classroom or in the media center to begin researching the dance using the internet.❖ Students will create folders where they will save collected data.
Day 2	<ul style="list-style-type: none">❖ Students will continue where they left off on Day 1 and begin finalizing their project. By this time they should have collected a number of items that will be used in their online presentation.
Day 3	<ul style="list-style-type: none">❖ The teacher will review what the student's final product; students will make corrections as deemed necessary.❖ Projects will begin to be uploaded onto the website for other students to review.
Day 4	<ul style="list-style-type: none">❖ Students will begin reviewing the projects of the other students.❖ Students will pose questions to other students and respond to questions asked of them.
Day 5	<ul style="list-style-type: none">❖ This will be the last day in the media center. Students will respond to any remaining questions, take notes in preparation for the wrap-up.❖ Students will return to class where they will participate in a final discussion of the topic.❖ Students will work individually to write paragraph that will be submitted to the teacher.
Post Lesson Wrap-up	After students share and collect information online, students will write a paragraph about what they learned from their own research and what they learned from the research done by other students.

Important: Having access to computers is imperative in order to complete this lesson. Arrangements should be made ahead of time.

Variations: Teachers may decide if students will work in groups, individually or with

Resources needed

- ❖ Access to computers and the internet
- ❖ Epal accounts
- ❖ Webcams are useful if available but not required
- ❖ Books on traditional dance

Having a librarian or library media specialist available would be helpful in assisting students with research.

Evaluation

Students will be evaluated by their research, creativity, final project and summary. 50 points total can be earned.

- ❖ Research - 10pts
- ❖ Creativity - 10pts
- ❖ Final Project - 20pts
- ❖ Summary - 10pts

Credits

ePals: Retrieved April 8, 2010, from <http://www.epals.com/>

Harris, Judi. (2010, February 22). *Virtual Architecture's Web Home, Chapter 2: In the Kitchen- Designs for Telecollaboration and Telepresence*. Retrieved from <http://virtual-architecture.wm.edu/index.html>

Ohio Department of Education. (2009, August 20). Fine Arts Academic Content Standards. Retrieved from <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1700&Content=72455>

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