

## Unit 2: Carnival of the Animals

### Grade: 1

#### UNIT TOPIC AND LENGTH:

- In this unit students will move, learn and create dances to Camille Saint-Saens "Carnival of the Animals." Students will spend time listening to the contrasting classical music pieces and how to describe different animals by moving their bodies. This Unit will take 7-8 lessons.

#### COMMON CORE CONTENT STANDARDS:

##### GRADES 1 and 2

##### Reading: Literature

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. With prompting and support, ask and answer questions about key details in a text.

**6. Assess how point of view or purpose shapes the content and style of a text.**

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

##### Responding to Literature

**11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.**

11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).

##### Reading: Informational Text

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. With prompting and support, ask and answer questions about key details in a text.

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### Speaking and Listening

##### Comprehension and Collaboration

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

1b. Continue a conversation through multiple exchanges.

##### Language

##### Vocabulary Acquisition and Use

**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

##### NYC: Arts Blueprints: Dance

##### NYC: Grade 2

## **Dance Making**

### **Develop Skills and Techniques:**

**Through participation in dance classes, students achieve the ability to:**

understand basic forms of relating to other dancers (e.g., toward, away, contact).  
replicate and recall movements and patterns.

### **Improvise:**

**Students explore dance movement through improvisation, demonstrating the ability to:**

invent original body movements in response to music, images, words, ideas or symbols.  
distinguish a range of movement qualities to express feelings, characteristics, sensations and environments.

### **Choreograph:**

**Students contribute to a class dance, demonstrating the ability to:**

begin and end a dance in stillness.  
understand the concepts of unison and counterpoint.

### **Perform:**

**Students perform, demonstrating the ability to:**

recall, repeat and refine movement sequences.

### **Developing Dance Literacy**

#### **Apply Dance Vocabulary, Terminology and Symbols:**

**Students develop a basic dance vocabulary, demonstrating the ability to:**

express basic elements of dance by naming and demonstrating different body parts, shapes, actions, dynamics, directions, levels, paths and relationships.

#### **Analyze, Critique and Communicate About Dance:**

**Students respond in words, movement or pictures, demonstrating the ability to:**

identify the theme or subject of a dance.  
express personal feelings about the dance.

### **Making Connections**

#### **Connect Dance to Other Arts and Disciplines:**

**Through activities including other disciplines in dance study, students will illuminate understanding of dance, demonstrating the ability to:**

respond to other arts and disciplines in dance movement.

#### **Connect Dance to Health and Well-Being:**

**Through participating in and reflecting on dance, students will demonstrate that they:**

understand that dance promotes strength and flexibility in body and mind, and why these are important to good health.

### **Community & Cultural Resources**

#### **Share Dance Experiences in and Between Schools:**

**Through in-school experiences in dance class, between classes or with visiting schools, students will:**

demonstrate dance learning to other students.  
share dance learning with parents.  
discuss dance with the classroom teacher.

### **Exploring Careers & Lifelong Learning**

#### **Value Dance as a Source of Enjoyment and Lifelong Learning:**

**Through participating in dance in school on an ongoing basis, students will:**

express pride in student dance performances.

### **BIG IDEAS/ENDURING UNDERSTANDINGS:**

- How does movement express how we feel or a specific quality?
- How does music describe a feeling or a specific quality?

### **ESSENTIAL QUESTIONS:**

- How can our bodies portray different types of animals?
- How do our bodies change in relation to the music we hear?
- How can our bodies represent instruments and adjectives?

**CONTENT:**

- Listening and Moving to child prodigy Camille- Saen Sants “Carnival of the animals.”
- Moving with props to accentuate our movements
- Moving, Learning and Creating danced based on the music of “Carnival of the Animals.”

**SKILLS:**

- Improvising to different types of music
- Identifying different adjectives to describe the music and using these adjectives to create movement.
- Differentiating between different speeds and qualities of movements- ex.fast-slow, high-low, soft- hard, gentle- abrupt, large - small

**VOCABULARY/KEY TERMS:**

- FAST-SLOW
- SOFT-HARD
- LOW-HIGH
- GENTLE- ABRUPT
- LARGE-SMALL
- INSTRUMENTS
- TEMPO
- TO EXPRESS
- ANIMALS
- PROPS- SCARVES

**ASSESSMENT EVIDENCE AND ACTIVITIES: OBSERVATION, DATA RUBRIC BASED OFF OF SKILL ACQUISITION, PICTURES,VIDEO**

**FINAL PERFORMANCE TASK: PERFORMING “CARNIVAL OF THE ANIMALS”**

## **LEARNING PLAN & ACTIVITIES:**

### **LESSON 1: GUESS WHICH ANIMAL: LISTENING TO THE MUSIC OF SANT SAEN "CARNIVAL OF THE ANIMALS"**

**STUDENT WILL BE INTRODUCED TO SANT SAEN'S COMPOSITION "CARNIVAL OF THE ANIMALS." DESCRIBE THE COMPOSER AND THE NATURE OF THE PIECE. TELL STUDENTS THAT EACH PART OF THE MUSIC DESCRIBES A SPECIFIC ANIMAL. SHOW THE STUDENTS A VISUAL OF ALL THE ANIMALS INCLUDED IN THE COMPOSITION. ASK STUDENTS TO CLOSE EYES ON THEIR TAPE SPOTS WHILE LISTENING TO AN EXCERPT FROM THE DIFFERENT PIECES OF THE COMPOSITIONS. AFTER THEY LISTEN TO AN EXCERPT, THE TEACHER WILL ASK STUDENTS TO GUESS WHAT ANIMAL THE MUSIC COULD BE ABOUT. WHEN STUDENTS RESPOND, ENCOURAGE THEM TO DESCRIBE WHY THEY THOUGHT THE MUSIC WAS ABOUT A SPECIFIC ANIMAL. ENCOURAGE THEM TO DESCRIBE WHAT THEY HEARD IN THE MUSIC. ALLOW STUDENTS TO EXPLORE MOVING LIKE EACH OF THE ANIMALS ON THEIR TAPE SPOTS AFTER LISTENING TO THE CORRESPONDING PIECE OF MUSIC.**

### **LESSON 2: MOVE LIKE THE ANIMALS**

**BEGIN THE LESSON, BY REVIEWING THE DIFFERENT PIECES LISTENED TO IN THE PREVIOUS CLASS. TEST STUDENT MEMORY TO SEE IF THEY CAN REMEMBER THE ANIMALS THAT ARE CONNECTED TO THE MUSIC. USE KEY WORDS TO DESCRIBE EACH PIECE OF MUSIC, SO THAT STUDENTS CAN BEGIN TO ASSOCIATE EACH PIECE WITH SPECIFIC ADJECTIVES. FOR EXAMPLE "Wow, THIS MUST BE THE SONG ON THE ELEPHANT, IT IS LOUD, LARGE AND POWERFUL."**

**ACROSS THE FLOOR: USING THE ACROSS THE FLOOR STRUCTURE, STUDENTS WILL EXPLORE MOVING TO EACH PIECE OF MUSIC. TEACHER WILL TELL THEM "NOW WE ARE GOING TO DO THE FISH DANCE- EXPLORE MOVING SOFT, LIKE WATER, GENTLE...." TEACHER WILL PROMPT STUDENTS TO CALL OUT WORDS OR THINGS THEY KNOW ABOUT THE SPECIFIC ANIMAL STUDENTS WILL EXPLORE MOVING LIKE ALL THE DIFFERENT ANIMALS. ENCOURAGE STUDENTS TO MOVE IN DIFFERENT WAY, TO NOT REPEAT THE SAME MOVEMENTS. ENCOURAGE STUDENTS TO DO THEIR OWN MOVEMENT, DIFFERENT FROM THEIR PEER.**

### **LESSON 3-4: ANIMALS DANCES: ELEPHANT, BIRDS, FISH, KANGAROO, TURTLE, LION**

**LESSON 3: TEACHER WILL SHOW AN IMAGE OF THE ANIMAL AND CONNECTING WORDS (FROM PREVIOUS CLASS) TO CORRESPOND TO EACH PIECE. STUDENTS WILL EXPLORE ANIMALS MOVEMENTS IN GENERAL SPACE. MOVING WHEN THEY HEAR THE MUSIC AND FREEZING WHEN THE MUSIC STOPS.**

**STUDENTS WILL BE INTRODUCED TO PROPS. THEY WILL BE ASKED TO THINK ABOUT HOW THE SCARVES CAN ACCENTUATE OR ADD TO THEIR DANCING. IF THIS IS THE FIRST TIME STUDENTS HAVE USED TO SCARVES REVIEW PROP CARE AND BEHAVIOR.**

**LESSON 4: TEACHER WILL ASK STUDENTS TO MOVE TO THE DIFFERENT ANIMALS PIECES SOLELY BY LISTENING TO THE MUSIC IN GENERAL SPACE (WITHOUT VISUALS OR TEACHER DICTATION) TO ASSESS HOW STUDENTS RECALL THE PIECES THAT ARE CONNECTED TO EACH ANIMAL. STUDENTS WILL CONTINUE TO DANCE WITH SCARVES. ENCOURAGE STUDENTS TO THINK OF CREATIVE WAYS TO USE THE**

**SCARVES IN THEIR DANCING. STUDENT WILL PRACTICE MOVING WITH MUSIC AND FREEZING WHEN THE MUSIC STOPS.**

**LESSON 5-6: PERFORMING OUR DANCES:**

**BREAK STUDENTS INTO SMALL GROUPS. EACH GROUP WILL REPRESENT A DIFFERENT ANIMALS. PROVIDE STUDENTS IN EACH DESIGNATED ANIMAL GROUP WITH THE SAME COLOR SCARF.**

**IN SMALL GROUPS, STUDENTS WILL BE ASKED TO CREATE MOVEMENTS THAT CORRESPOND TO THEIR ANIMAL. PROVIDE STUDENTS WITH 5-8 MIN TO CREATE THEIR ANIMAL MOVEMENT.**

**STUDENTS WILL PRESENT THEIR ANIMALS DANCES TO THE CLASS. TEACHER WILL PAIR MUSIC WITH THE CORRESPONDING ANIMALS DANCES.**

**REVIEW AUDIENCE BEHAVIOUR AND FEEDBACK PROTOCOL WITH STUDENTS PRIOR TO SHARING DANCES..**

**LESSON 6: SAME BUT WITH DIFFERENT SMALL GROUPS, THIS TIME WITH IMPLEMENTING FEEDBACK PROTOCOL.**

**HAVE STUDENTS SHARE OBSERVATIONS, LIKES AND SUGGESTIONS ABOUT THE SHARED DANCES.**

**ADDITIONAL SUPPORTS:**

**MATERIAL AND TOOLS SUPPORTS –**

ADAPTIVE DANCE MAKING MATERIALS INCLUDE ADJUSTING THE VOLUME OF THE MUSIC, INSTRUMENTS FOR THE STUDENTS TO PLAY, SPOTS, COLORED TAPE, LABAN MOTIF SYMBOLS, LABELING OBJECTS AND AREAS IN THE ROOM.

**COMMUNICATION SUPPORTS –**

USE PICTURE SYMBOLS, TEACHING VISUALS, TECHNOLOGY DEVICES, OR OTHER COMMUNICATION METHODS APPROPRIATE FOR YOUR STUDENT'S DISABILITIES TO COMMUNICATE WITH YOUR STUDENTS. PROVIDE MATERIALS FOR YOUR STUDENTS TO COMMUNICATE WITH YOU AND THEIR PEERS.

**ADAPTATIONS AND SCAFFOLDING FOR DANCE MAKING –**

BREAK LESSONS AND ASSESSMENT INTO MULTIPLE STEPS, TO SUPPORT RETENTION AND BUILD SKILLS.

STUDENTS SHOULD BE ASSESSED AT EACH STEP AND LESSONS MAY NEED TO BE REPEATED TO ENSURE STUDENTS ARE UNDERSTANDING AND DEVELOPING SKILLS.

**ADAPTATION AND SCAFFOLDING FOR COMMUNICATION –**

MODEL DIALOGUES BEFORE ASKING STUDENTS TO SPEAK. ENCOURAGE STUDENTS TO USE VISUALS AND/OR TECHNOLOGY WHILE TALKING WITH PEERS AND TEACHER.

**RESOURCES: RESOURCES:**

-Scarves

- Music to Camille Sant- Saens "Carnival of the animals"

**-EXTENSION LESSON: BOOK: ANNA JONAS "COLOR DANCE**