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### Music and Movement Club

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NEBRASKA HONORS PROGRAM  
CLC EXPANDED LEARNING OPPORTUNITY CLUBS  
INFORMATION SHEET

**Name of Club:** Music and Movement

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**Age/Grade Level:** K-2

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**Number of Attendees:** 20

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**Goal of the Club:**

To expose young students to different styles of dance, and to give youth a basic understanding of musical genres and rhythm.

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**Resources:**

Various Youtube channels, prior dance instruction

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**Content Areas:**

- Arts (Visual, Music, Theater & Performance)
- Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

**Outputs or final products:**

N/A but could be incorporated!

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**Introducing your Club/Activities:**

Get to know names, go over expectations, and build a safe learning environment

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**General Directions:**

Build confidence in movement and musicality in a trusting environment

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**Tips/Tricks:**

Implement a three strike and star system, be willing to move and dance around (even if it's nerve-wracking at first).

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## LESSON PLAN WORKSHEET

**Lesson Activity**

Rules &amp; Expectations

**Name:****Length of Activity:**

45 minutes

**Supplies:**

White board markers, large piece of newsprint paper, Sharpies

**Directions:**

Start the class with a name game. Have the students go around and say their name, and make up an action. After each student shows their action, have everyone in the circle say their name and do the action, then start with the first student and add on until everyone has added their name and action to the game.

Introduce yourself and explain classroom rules, as well as rules to follow while dancing. First ask students for their ideas on school rules and classroom rules, and write their ideas up on the white board. Then elaborate with your specific rules and expectations by writing them on the large piece of newsprint paper with a Sharpie. For example, our major rules were respect, safety, and responsibility with additional points under each about respecting teachers, peers, and the classroom, spatial awareness and safety while dancing, and being responsible with personal belongings and timeliness while attending the club.

After the conclusion of the activity, have each club member “sign” or write their names on the paper to show that they agree to follow the rules and expectations of the club.

**Conclusion of the activity:**

Play another name game, this time using a rhythm to pass names around the circle. Each student will pat their lap twice, then clap, and then snap. They will play by having one person start, and on the “snap” of the rhythm, they say the name of someone else in the circle. Then the rhythm continues, and that person says a new name during the snap. This game can continue while students learn names and pass the ownership around the circle.

**Parts of activity that worked:**

Students enjoyed the challenge of following a rhythm.

**Parts of activity that did not work:**

Name game was hard, because students didn't know each other's names yet. Rules and expectations were boring, and they often had the same suggestion.

## LESSON PLAN WORKSHEET

**Lesson Activity** Movement and Rhythm

**Name:**

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**Length of Activity:** 45 minutes

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**Supplies:** Speaker, Projector

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**Directions:**

Begin class with another name game for attendance, and try to incorporate a rhythmic element to continue the theme of the club. One that seems to work well is patting to a beat, and passing the name around the circle.

Go over a stretching routine that will be used each week, starting with a hopping exercise to get the energy out. Lead a butterfly stretch (ask them where they're flying!), pointing and flexing in a pike position, and trying to touch their toes. Stand up and stretch the arms out, and do quad stretches. At the end let them shake everything out!

Do across-the-floor exercises to get everyone comfortable with using the space and moving their bodies. Try to mix movements that are low, medium, and high. Crab walks, bear walks, skipping, walking on tippy-toes, and marching to the beat all work well.

Move to music basics. Play (age-appropriate) songs with a variety of tempos and have students listen to the beat first, and then clap along with it. If the students get the hang of clapping, switch it to snapping, or patting the ground, or a mix of all three.

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**Conclusion of the activity:**

Rhythm practice: split the students into two groups. Have one group follow each instructor (if two are present). Practice having one group clap one rhythm and the other group clap another rhythm (eg one group claps quarter notes while the other claps a syncopated beat).

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**Parts of activity that worked:**

Students had fun being creative while moving at different levels, and enjoyed listening to different music at the end.

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**Parts of activity that did not work:**

Students found clapping multiple beats very difficult, and at times all clapping the same tempo together could be challenging. Keeping the beat was particularly difficult in songs that changed tempo or had multiple percussion elements. Sticking to simple songs that the students know produces the best results.

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## LESSON PLAN WORKSHEET

**Lesson Activity** Ballet

**Name:**

**Length of Activity:** 45 minutes

**Supplies:** Speaker, projector

**Directions:**

Begin class with an attendance question. (“Go around the circle and tell us your name and your favorite animal.”)

Review and run through the stretching routine we will be using weekly. This is the same routine described in the Movement and Rhythm lesson above, including hopping, butterfly, pointing and flexing, touching toes, arm stretches, and quad stretches.

Show a video of ballet (making sure there is at least one male and one female dancer). We used a video of Swan Lake, found on Youtube (<https://www.youtube.com/watch?v=XfmSv0z205s>).

Teach ballet basics, such as foot positions, arm positions, plies, releves, tendus, sautes, and ronde de jambes.

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**Conclusion of the activity:**

Play Simon Says, but with the teacher’s name instead of Simon. Use ballet foot positions and moves (e.g. “Miss Emma says... go to first position. Plie. Miss Emma says.. tendu”).

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**Parts of activity that worked:**

Students stayed actively engaged in Simon Says game, and liked the quick pace at which we taught ballet moves.

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**Parts of activity that did not work:**

Some students were hesitant to participate in dancing.

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# LESSON PLAN WORKSHEET

<b>Lesson Activity</b>	Jazz
<b>Name:</b>	
<b>Length of Activity:</b>	45 minutes
<b>Supplies:</b>	Speaker, projector

## **Directions:**

Begin class as usual with a question in order to take attendance. Run through the stretching routine--hopping, butterfly stretch, point/flex, touch the toes, quad stretch, arm stretch, and shake it out!

Talk about jazz music, and have them listen to examples (mambo, strut, etc.). Ask them if there were any particular instruments they heard, or things they liked--you may need to feed them suggestions, i.e. Did you hear a guitar? Violin? Piano? Did you like the fast song better? etc.

Show a video of modern jazz dance (including at least one male and one female dancer). We used an OCU Jazz dance, found at <https://www.youtube.com/watch?v=gnShYclU4pM>. Circle up afterwards and share observations from the video. What were things the dancers did well?

Teach jazz basics. We ran through pas de bourrees, ball change step, chasses, three step turns, and pivot turns. Play clean pop songs in the background. Once the students were more comfortable with the moves, we would quiz them, and ask them to demonstrate a random move. Three step turns can be turned into an across the floor activity as well.

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## **Conclusion of the activity:**

Play Simon Says (replace Simon with your name) again, and continue to quiz them on jazz moves. Let students show off their abilities! You can also incorporate the ballet movements learned in the week prior.

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## **Parts of activity that worked:**

Students enjoyed listening to jazz music, and wanted to watch more videos. They still really loved playing Simon Says!

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## **Parts of activity that did not work:**

Students struggled with pivot turns. A lot of the dance movements take a lot of demonstrating and explanation, because the students are completely new to dance.

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## LESSON PLAN WORKSHEET

**Lesson Activity** Tap

**Name:**

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**Length of Activity:** 45 minutes

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**Supplies:** Speaker, Projector, Tap Shoes

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**Directions:**

Go through stretching routine.

Show a video of tap dance (including at least one male and one female dancer). We used a Cup Song dance, but be sure to start it after 0:30, since the song says “whiskey” in it (<https://www.youtube.com/watch?v=Q4FYNF02yEM>).

If possible, bring in tap shoes to show the students the pieces of the shoe that make the tapping sound. Pass the shoes around for students to feel the metal taps.

Explain the parts of the foot to help students differentiate while teaching including toe, ball, and heel. Show students on your own feet, and then have students point out each part of their feet. “Touch the ball of your foot. Now the toe. Heel. Ball” switching back and forth to ensure each student has time to learn the parts of the foot.

Teach tap basics, such as toe taps (in the rhythm), ball changes, and shuffles. Play clean pop songs in the background.

Create a tap combination for students that includes shuffles, ball changes, and clapping to do as a group. This is only limited by your own creativity! Pick one song to use each time you do the combination, and use a variety of the simple moves that were previously taught during this lesson.

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**Conclusion of the activity:**

If there is time, show another video of tap dancing. We showed this dance, choreographed to an instrumental version of “Satisfied” from Hamilton (<https://www.youtube.com/watch?v=RA85POh1Q7Y>).

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**Parts of activity that worked:**

The students really enjoyed seeing and feeling the tap shoes to understand how they make sound in the dance.

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**Parts of activity that did not work:**

The longer the combination, the more difficult it was for students to retain the information and it started to get frustrating for some students when they had trouble retaining and performing the combination.

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## LESSON PLAN WORKSHEET

**Lesson Activity** Line Dancing

**Name:**

**Length of Activity:** 45 minutes

**Supplies:** Speaker, Projector

**Directions:**

Go through the stretching routine.

Show multiple videos of different line dances, making sure the videos include at least one male and one female dancer. We showed the following videos:

<https://www.youtube.com/watch?v=xVYuhGIUuto>,

<https://www.youtube.com/watch?v=OixEfO9Rlnw> (first three minutes), and

<https://www.youtube.com/watch?v=Ovq0YTMGk1A&t=102s>.

Begin teaching the Cotton Eyed Joe. We started by breaking it down into small pieces, and gradually stringing them all into the dance. We did about four counts at a time, and repeated it at least three times before moving on. As you add on more dance moves, continue returning and adding to the beginning.

**Conclusion of the activity:**

Have them make an actual line, since they are line dancing! Then attempt to run through the Cotton Eyed Joe with music--it's okay if they don't do the dance accurately. Let the music play multiple times, and encourage them to keep trying it.

**Parts of activity that worked:**

The students liked learning the actual dance and having to stand in lines. They were also entertained by the videos.

**Parts of activity that did not work:**

We didn't play a slow version of the Cotton Eyed Joe; we played the music at its typical speed. The students were frustrated by their lack of ability to keep up with the music, and wore themselves out by going through the dance multiple times.



## LESSON PLAN WORKSHEET

**Lesson Activity** Rhythm Day

**Name:**

**Length of Activity:** 45 minutes

**Supplies:** Speaker, Projector

**Directions:**

As usual, begin class with an attendance question. Go through the stretching routine.

Show a video of Stomp on Broadway (using just their bodies to make music), then show a video of a drumline (we chose a snare cam from a drum corps).

We used the following videos (due to time constraints we only showed one drumline):

Stomp: <https://www.youtube.com/watch?v=Zu15Ou-jKM0> (0:00-3:45)

High School Drumline: <https://www.youtube.com/watch?v=1ZwVoNUvaAE>

Santa Clara Vanguard Drumline Feature: [https://www.youtube.com/watch?v=pMlzty8\\_ITM](https://www.youtube.com/watch?v=pMlzty8_ITM)

Draw quarter and eighth notes on the board and have students clap/count the rhythms aloud.

Pretending your hands are drumsticks, go over tapping quarter and eighth notes, switching up the patterns of left and right hands. Then combine these ideas by tapping hands like drumsticks to the rhythms on the board.

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**Conclusion of the activity:**

Teach several rhythms using different body parts to make noises (think clapping, patting, snapping, and stomping). Let the students have fun with it and make their own rhythms.

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**Parts of activity that worked:**

The students were excited that they recognized “ta” and “tee-tee” notes from music class, and had a lot of fun creating their own rhythms.

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**Parts of activity that did not work:**

Regaining control of the classroom after letting students create their own sounds proved difficult, as students wanted to continue stomping, patting and clapping even when we were giving directions to line up at the end of the club.

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## LESSON PLAN WORKSHEET

<b>Lesson Activity Name:</b>	Irish
<b>Length of Activity:</b>	45 minutes
<b>Supplies:</b>	Speaker, projector

### Directions:

Go through the stretching routine.

Show multiple videos of Irish dancing, including videos of hard-shoe and soft shoe (heavies and ghillies). For the soft shoe video, we used a video from the Mid-American Region Oireachtas, found here: <https://www.youtube.com/watch?v=jfYGMQlyIY>. We started at the 4:00 mark so we would have enough time to also show a hard shoe video. The hard-shoe video we showed was a personal video of one of us dancing, but there are plenty of hard-shoe videos published on YouTube!

If possible, bring in both kinds of shoes to show the students. Talk about the videos as the shoes are being passed around.

Show pictures of traditional Irish costumes, and talk about the culture of dance. Irish dancers curl their hair and keep their arms in because of longstanding tradition, which ultimately stems from them being dressed nicely on Sundays! Show a solo costume (a dress for a girl, a vest for a boy) and a school costume. Let the students talk about them!

Begin the lesson with learning how to skip. Then add in the extra 2-3 required in Irish dance. If they understand that, begin teaching change 2-3s.

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### Conclusion of the activity:

Teach a beginner reel step! Only teach one step on the right foot. When the students have started to grasp the dance, play reel music, and run through the dance at half speed.

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### Parts of activity that worked:

The students were fascinated by Irish dance. They had minimal (if not no) prior exposure to it, so they had a lot of questions and interest. They were all focused while we ran through the dance. Since one of the club leaders does Irish dance, we did a small performance, and they all sat quietly and clapped along to the music!

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### Parts of activity that did not work:

Some of our students had picked up other styles of dance, like ballet and jazz, very quickly. They found Irish dance to be harder than the previous ones, so it took some encouragement to learn the reel step. Once they started they were able to keep up.

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## LESSON PLAN WORKSHEET

**Lesson Activity** Latin/Multicultural

**Name:**

**Length of Activity:** 45 minutes

**Supplies:** Speaker, projector

**Directions:**

Go through the stretching routine.

Show videos of salsa, hula, and Russian dancing. After the videos, circle up and talk about the differences between the dances, whether it be costume, music, or actual movements. Ask the students if they personally know any cultural dances!

We used the following videos:

Hula: <https://www.youtube.com/watch?v=QMD1hYuAL40> (1:00-2:30)

Salsa: <https://www.youtube.com/watch?v=MtVTsesQLw4> (it is long- only watch 1-2 minutes!)

Russian: <https://www.youtube.com/watch?v=BRlc7SGl6K0>

Begin with teaching beginner salsa. Have them sway side to side, and practice doing forward step ball changes and backward step ball changes. Go over some pivot turns too! Play some music and let them do a little bit of freestyle of these movements.

Move to a beginner hula. Start by teaching the students how to do the feet--stepping in to the right and to the left. Once the students can do the walking part, incorporate the arms. Let the students play around with making the wave motions with their arms.

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**Conclusion of the activity:**

Finish with the Russian Cossack dance! This will be the most difficult and high-energy dance, so it's okay to let the students get their energy out and bounce around. If they are content to just learn the leg motion, feel free to stop there.

Make sure to touch on the importance of respecting and appreciating other people's cultural traditions.

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**Parts of activity that worked:**

The students had a great time working so quickly through all of the different dances--there wasn't really a spare moment for them to get distracted or bored.

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**Parts of activity that did not work:**

The students didn't really get anywhere close to mastering any of the movements. Towards the end they were tired and mostly just flinging their arms around.

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## LESSON PLAN WORKSHEET

**Lesson Activity** End of club party

**Name:**

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**Length of Activity:** 45 minutes

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**Supplies:** Balloons, speaker

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**Directions:**

Go through the stretching routine one last time!

Play games based around music and movement. Play musical chairs, freeze dance, and musical balloons. With musical balloons the students keep their balloon off of the ground, and if they catch their balloon when the music stops, they've succeeded! Before beginning the games, be sure to emphasize safety to avoid collisions during active games.

Have a dance party, playing some of their favorite songs they heard throughout the semester. While they are dancing, you could show them ideas for dance moves they can do that we learned throughout the semester from each different style of dance!

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**Conclusion of the activity:**

Talk about what their favorite dances were, and what they learned from the club. Thank them for their time and enthusiasm.

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**Parts of activity that worked:**

The students had a lot of fun playing games and enjoying our last activity together, especially musical chairs and the dance party!

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**Parts of activity that did not work:**

Balloons that popped distressed some students, and the games lead to students getting very rowdy.

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