

Yankee Doodle Dancers



History, Music & Dance

Grade
5

History (MD Standard Grade 5)

Standard 5.0 History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.

C. Conflict between Ideas and Institutions

2. Analyze the effects of the American Revolution

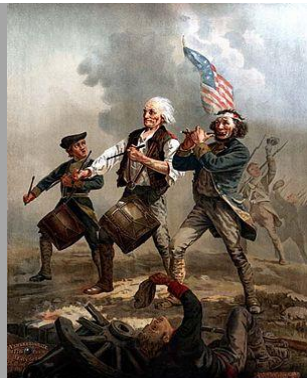
Music and Dance(MD) Standard(s) Grade 5

Standard 1.0 (Music) Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive perform, and respond to music.

Standard 2.0 (Music) Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Standard 2.0 (Dance) Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Standard 3.0 (Dance) Creative Expression and Production: Students will demonstrate the ability to create and perform dance.



CONNECTED OBJECTIVES

Students will use choreographic forms to communicate ideas through dance movement in order to demonstrate an understanding of the history (meaning) and beat of the patriotic song, Yankee Doodle.

MATERIALS & RESOURCES

- Recording of Yankee Doodle
- Rubric

KEY CONTENT VOCABULARY

- Yankee Doodle
- Bootdance

KEY ARTS VOCABULARY

- Dynamics
- Tempo
- Rhythmic Pattern

A S S E S S M E N T

Formative assessment will take place via teacher and student observation and discussion. The teacher and students will observe segmentation of syllables of Yankee Doodle within student groups in order to check for rhythm and beats for the dance.

Summative assessment: teacher uses a check list to evaluate the students' dance rhythm and beat of Yankee Doodle. The teacher will also use a rubric to assess the students' dance performance.



Lesson Steps

Prior Knowledge:

- Students will have examined and analyzed effects of the American Revolution. Students will have reviewed patterns and rhythmic patterns in preparation for their creative dance.

Procedure:

- Students will discuss and analyze the lyrics of the song, Yankee Doodle Dandy using *I Hear, I Think, I Wonder* before being introduced to the real history of the song.
- In small groups, the students will work collaboratively to segment the song by syllables in order to help them develop a rhythmic pattern of dance. Students will practice basic-intermediate rhythmic patterns in Bootdance form using application of syllabic segmentation.
- Students create improvised movement patterns to communicate meaning or feeling of the music and using dynamics and tempo.

Closure:

- The students will reflect:
How did the song reflect the American Revolutionary spirit? How did you express the ideas and feelings of Yankee Doodle using rhythmic pattern and expression for your audience? How did dynamics and tempo affect your creation/performance?

EXTENSIONS & OPTIONS

Students create soundscapes to accompany the music or their dances.

Students write their own verses to the song.

Students convert the song to a rap.

SOURCES & RESOURCES

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/amrev.html>

<http://www.npr.org/templates/story/story.php?storyId=4970266>

<http://www.firstladies.org/curriculum/curriculum.aspx?Curriculum=969>

G E T S M A R T T H R O U G H T H E A R T S

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