|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Competencies #6**

|  |  |
| --- | --- |
| Topic | Dance like an Instrument  |
| Curricular Connection | Group communication: Collaborate to plan, carry out and review constructions and activities  |
| Video Activity | Marley secretly chooses an instrument to dance as without telling anyone which instrument she has chosen. Rylee and Abby will work together to guess which instrument Marley is by coming up with all possibilities and collaboratively making an educated guess together. They can only make one guess so they have to both agree! The trick here is that Marley must dance AS the instrument, not as if she was PLAYING the instrument.  |
| Supplementary Activity Options | Groups attempt to interrupt which instruments the other groups are trying to portray and provide positive feedback on methods that would have helped them conclude.After introducing students to as many instruments (or videos of instruments) as possible, put each of the instruments on a paper and break up students into small groups secretly providing each group with an instrument. groups must develop a silent dance phrase where they are moving as the instrument sounds. This can be choreographed or free-styled. Groups will then present their silent dance to the group and other groups will guess which instrument they are and provide positive feedback on what may have stumped them or what they could have done to make it more obvious.  |
| Extension Information | This same activity can be done with seasons, feelings, animals, or any other topic you are focusing on in class.Try playing a piece of orchestra music and challenge the students to find their instrument in the music and move with its sounds. |

 (Gilbert, 2019) |