### Eloisa Catalan

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### Title of Lesson: A Tooty Ta

**Arts Discipline:**  Dance

**Short Overview of the Lesson:**  Children will learn to have self space, wiggle, sway, up, down, back, apart, together, down, out, and turn incorporating thumbs, elbow, feet, knees, eyes, and tongue.

**Arts Vocabulary:** Self-space, wiggle, sway, up, down, back, apart (far), together (near), down, out, and turn.

Parts of the body: thumbs, elbows, feet, knees, eyes, and tongue.

**Specific Standard(s) this lesson addresses:**

Component Strand: Artistic Perception

Standard Grade Level: Kindergarten

Standard: 1.4 Perform simple movements in response to oral instructions (e.g. walk, turn, reach).

**Skills and Knowledge:** What will students know and be able to do and a result of participating in this lesson? (These should directly relate to the art standard you have chosen).

***Previously Developed Skills and Knowledge:*** (What students learned in a previous lesson that will be utilized in this lesson):

|  |  |
| --- | --- |
| **New Knowledge (what students will know)** | **New Skills (what students will be able to do)** |
|  |  |
| * self-space * sway * up * down * back * apart (far) * together (near) * out * turn   Parts of the body:   * thumbs * elbow * feet * knees * tongue * eyes | -not hitting their friends or classmates during the dance performance  Children will able to incorporate movement into the body parts such as:  - swaying side to side  - elbows back  - feet apart  - knees together  - half body down  - tongue out  - eyes close |

**Instructional Materials Needed:** CD player and CD of the song, A Tooty Ta.

**Teaching Procedures/Lesson Structure:**

1. **Warm-up Activity** (warming up the body and the mind, introducing new concepts, reviewing concepts already taught):
   1. Have the children a space to themselves making sure that they will not hit their classmates or friends for their safety.
   2. Have them sway side to side while wiggling their thumbs, elbow, feet and knees one at a time.
   3. Then, demonstrate the up, down, back, part (far), together (near), out, and turn.
2. **Exploring the Concept** (understanding the concepts and elements through guided exploration from the instructor):

- Perform the song, A Toody Ta, with the introduced movements.

**CHORUS:**

(Swaying side to side)

A tooty ta,

A tooty ta.

A tooty tat a.

A tooty ta,

A tooty ta.

A tooty ta ta.

Thumbs up **CHORUS**  
Thumbs up, Elbows back **CHORUS**  
Thumbs up, Elbows back, Feet apart **CHORUS**  
Thumbs up, Elbows back, Feet apart, Knees together, **CHORUS**

Thumbs up, Elbows back, Feet apart, Knees together, Bent down **CHORUS**

Thumbs up, Elbows back, Feet apart, Knees together, Bent down, Tongue out **CHORUS**

Thumbs up, Elbows back, Feet apart, Knees together, Bent down, Tongue out, Close your eyes, **CHORUS**

1. **Developing Skills & Creating** (practicing and refining the concepts, allowing opportunities for students to apply the concepts to creating their own work of art):

- By practicing, ask children what is their favorite step or movement on the “A Tooty Ta” song and let them show it to everyone.

1. **Performing/Displaying the Work of Art** (opportunities for students to perform/display their creations with feedback. This is always informal (no outside audience) as students develop skills:

-Students will perform dance phrases with the teacher from the student’s suggestions. For example, Nicky suggested using their knees as they sway, so we let the students do this together.

1. **Observation/Feedback** (making observations about one’s own work and the work of others). ***Provide 5 questions that you could use to ask students about their own work and the work of others.***

O- What did you observe in our dance movement while performing?

R- How did you feel in our performance as a group and alone?

I- What kinds of movement will you change?

D- What will you title your dance performance?

- What will you do in your next dance performance?

**Evaluation & Assessment:** How will you know if the student has acquired the skills and knowledge you were aiming for? What assessment/evaluation tools might you use? How will you check for understanding during the lesson?

-The teacher will ask the children some questions, for example, how many times they used their elbows. Then, the teacher let the children show the movement while counting how many times they use it.

-The teacher will ask the children to show the up and down movement and showing their self-space.

-The teacher will ask the children to sway their body while turning around and showing their self-space. Then, showing the same movement with their eyes closed.

- The teacher will ask the children to touch their knees and feet.