

LESSON 3 | IMAGINING TEMPO AND RHYTHM:

How Do We Understand Tempo and Rhythm Through the Body?

ALVIN AILEY'S NIGHT CREATURE: A VIEW THROUGH THE STANDARDS

- The NYCDOE Blueprint for Teaching and Learning in Dance
- The NYS Learning Standards for the Arts
- National Core Arts Standards

The NYCDOE Blueprint for Teaching and Learning in Dance (Grade 5 Benchmark)

DANCE MAKING	DEVELOPING DANCE LITERACY	MAKING CONNECTIONS	WORKING WITH COMMUNITY AND CULTURAL RESOURCES	EXPLORING CAREERS AND LIFELONG LEARNING
Develop Skills and Techniques • Exhibit control in balance (two feet, one foot, other body points). Improvise • Dance with contrasting dynamics. Perform • Dance with focus and intent.	Apply Dance Vocabulary, Terminology, and Symbols • Demonstrate and invent a wide range of contrasting action words (e.g. pull/push, fall/recover) and descriptive words (gliding, bouncy, heavy, light). Identify and Compare Dance Styles, Genres, Major Works, and Artists • Identify elements that are related to students' own dance practice.	Connect Dance to other Arts and Disciplines • Respond to dance using other art media or other disciplines. Connect Dance to Health and Well-Being • Understand and describe how the body responds to small and large movements, stretching and aerobic activity.	Share Dance Experiences in and Between Schools • Value dance as an integral part of learning.	Set and Work Toward Goals • Identify a personal relationship to dance.

New York State Learning Standards for the Arts • DANCE

Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.

Enduring Understanding 4.1 Space, time, and energy are basic elements of dance

Essential Question How do dancers work with space, time, and energy to communicate artistic expression?

PERFORMING 4th Grade DA:Pr4.1.4 Process Component Express

- b. Accompany other dancers, using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.

National Core Arts Standards • DANCE

PERFORMING DA:Pr4.1 Process Component Express

Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.

Enduring Understanding Space, time, and energy are basic elements of dance.

Essential Question How do dancers work with space, time, and energy to communicate artistic expression?

CREATING 3rd Grade DA:Cr1.1.3 Process Component Explore

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

- a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.
- b. Explore a given movement problem. Select and demonstrate a solution.

LESSON 3 | IMAGINING TEMPO AND RHYTHM:

How Do We Understand Tempo and Rhythm Through the Body? continued

Jazz is a heartbeat—its heartbeat is yours. —LANGSTON HUGHES, 1956

Essential Questions	Where does rhythm come from? How are music and dance related? How do our bodies respond to tempo and rhythm?
Big Ideas	Dance and music share some of the same vocabulary. Dance and music can be written using notation. Dancers and choreographers play with time and energy to make their work come alive.
Goals	Explore and define the elements of tempo and rhythm. Discover a clear awareness of tempo (fast/slow) in the body through participation and observation. Describe the experience of tempo and rhythm changes in movement.
Students Will	Know that Alvin Ailey loved music and used it to guide his dance making. Understand that manipulating the tempo and rhythm of movement is part of the choreographic process. Be able to hear and replicate a (clapped or sung) rhythmic pattern. Identify their kinesphere in both personal and general space.
Lesson Duration	45–50 minutes
Materials	Chart paper, markers, books about and related to Alvin Ailey, multiple copies of <i>Alvin Ailey</i> by Judy Gitenstein and <i>Alvin Ailey</i> by Andrea and Brian Pinkney for students to read and attach sticky notes, electrical tape (any color) for Fast Land and Slow Land, scissors, frame drum, sound system, Exit Slips, pencils, sticky notes, Note Value Warm-Up Handout, video equipment for viewing <i>Night Creature</i> , music for Exploration section.
Word Wall	Space, Kinesphere, Choreography, Motif Symbols, Composer, Tempo, Rhythm, Jazz Keep adding to these during the residency, have a few sheets of the words ready for students who may need to see them more closely or use them for alternative activities as needed for specific students.
Handouts	Note Value Warm-Up, to show musical notation; Exit Slip: Imagining Tempo and Rhythm. Optional: this information can be posted as part of the lesson materials and/or distributed to students after the lesson by the classroom teacher or music teacher.