

## Unit: Maypole Dance

### Grade Level: 3

**Duration:** 5-7 week unit, about 4-5 30 minute classes per week

**Overview:** Learn and perform the Maypole dance for the school community. After the performance students will create their own circle dances based on the Maypole dance experience.



### 1. Identify learning outcomes – Standards:

DA:Cr1.1.2

b. Combine a variety of movements while manipulating the elements of dance.

DA:Cr2.1.2

a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.

b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

DA:Pr4.1.2

a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. –

DA:Pr5.1.2

a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.

b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

DA:Pr6.1.2

a. Dance for and with others in a space where audience and performers occupy different areas.

b. Use limited production elements (for example, hand props, simple scenery, or media projections).

DA:Re7.1.2

a. Find movements in a dance that develop a pattern.

DA:Re9.1.2

a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.

**Enduring Understandings:**

Many dances are historical and traditional.

Excellence requires hard work, self-control and patience.

**Essential questions:**

Why do we do the Maypole dance?

Why are traditions important?

**Content knowledge & skills focus:**

Content knowledge: Brief history of the Maypole dance at our school and origins of the dance in Europe.

Skills: Skipping and jumping patterns, pathways weaving between in rhythm, working with ribbons to create a pattern, collaboration and cooperation skills.

**Identify assessment tasks and criteria for assessment –**

Formative Assessment:

Assessment is ongoing as the students learn each section of the dance.

There are 5 sections of the dance. Each section is taught in a class (30 min.). Each section is repeated as we add on the next section of the dance.

**Class 1:** Mini lesson-discussion about the Maypole dance history and traditions.

What traditions do you honor in your family? What makes a tradition a tradition?

Get input from the students about why the tradition is important at our school.

Learn the dance:

16 cts right

16 cts left.

Girls skip in/out

Boys skip in/out

Step/hop pattern (4X step hop, paddle turn R, paddle turn L -16 cts.)

Freeze them as they are circling when the circle begins to lose its shape- 'look around- are you equi-distant from the person on your right and left? Are you bumped into or out of the circle? Let's try again and mind your spacing!' Notice who finds it challenging to change directions on cue and give them more warning/support.

Watching (assessing) skipping and changing directions in rhythm on the correct count. Maintaining the circle, keeping the spacing even as they travel, changing direction and going in and out in unison. Quick debrief- 'who noticed what made the circle work really well?' Who has a good way to remember R and L?

**Class 2:** Review the first 64 counts-counting and remembering the sequence.

Next section:

'ON YOUR OWN'- 16cts. (each class creates their own 16 cts- so we try a few different ideas and vote)

Step/hop pattern

Skip in to center and out (drop little ribbons)

Step/hop pattern

Usually we don't have time to vote, so I leave them with the job of practicing and thinking about which idea they liked best and fit the dance best.

**Class 3:** Review what they have learned thus far. Mini discussion about being helpful to your partner and ways to support classmates and working with partners. Review each possibility for the 'on your own' section and vote.

Run the dance thus far. Add on.

Next section:

Girls skips to get maypole ribbons -8 cts

Boys skip to get maypole ribbons- 8 cts

Step/hop pattern

Explain the weave-walk it.

**Class 4:** Review. Rework sticky parts. Walk the weave.

Do traditional weave (basic weave girls and boys separately).

16 cts weave : girls go R, always start in front of boys

Step/hop pattern

16 cts weave : boys go L, always start behind the girls

Step/hop pattern

This is where students get lost, so we start and stop a lot, problem solve and try again. This takes a lot of focus so they get some freeze dance at the end of class to celebrate their hard work. If it's going well, and time allows, I try to have the class look at the rubric, so they see the expectations written.

**Class 5:** Learning to the weave the ribbons

Review the entire dance. Work out any sequencing, spatial or weaving kinks. Run dance again- a few times depending on their needs.

Add the maypole ribbons. After the first weave- show the pole- talk about how amazing it is that they created that! Notice the mistakes (Mr green ribbon went past 4 people and forgot to weave, Ms Yellow did the same thing, but then look, here they did weave, so during the dance they improved !'

Debrief- Why was it harder to weave with the actual ribbons? What trouble did you run into? Who has a good strategy to make it easier to weave? Who has a solution for getting past someone who is taller/shorter than you are?

**Class 6:** Putting it all together- Run the dance, practice the weave, weave the pole till the music ends, practice the bow. Choose line leader and practice getting in line quickly, walking out on 'the field' and around the pole to begin the dance. Mini discussion about the performance and share 'what if' solutions.

## Summative Assessment

Perform the Maypole dance for the Brookside community

Rubric used for self-assessment and teacher assessment

Create your own 'circle dance' with a small group.

Expectation	I DID A GREAT JOB! ☺☺☺☺	I DID A GOOD JOB! ☺☺☺	I DID AN OK JOB! ☺☺	I DIDN'T REALLY GET IT THIS TIME. ☺ I TRIED!
Pathway	I learned the pathways and remembered them each time. I Followed a musical phrase, showed locomotor and non-locomotor movements, dance sequences that moved through space using a variety of pathways.	I learned the pathways and remembered them with practice. I Followed a musical phrase, showed locomotor and non-locomotor movements, dance sequences that moved through space using a variety of pathways, with practice	I needed reminders about the pathway each time. R&L was a challenge. . I was confused trying to follow a the musical phrase, I knew the sequences and pathways, but was easily distracted.	I was confused and couldn't remember the direction to travel. R&L was very confusing. . I was confused trying to follow a the musical phrase. I found it hard to remember the sequences and pathways, and often went the wrong way.
Pattern	I learned the patterns and remembered them each time. I showed that I knew where to go and which pattern was next.	I learned the patterns and remembered them with practice. I showed that I knew where to go and which pattern was next, with practice and guidance.	I needed reminders about the patterns each time. I needed reminders to know where to go and which pattern was next.	I was confused and couldn't remember the patterns. . I needed constant reminders to know where to go and which pattern was next.
Rhythm and spacing	I danced in rhythm and maintained the spacing in the circle throughout the dance. I Moved safely in all spatial relationships and formations with other dancers, sharing and maintaining my personal space. I had an awareness of others in the space and could self-adjust when needed.	I danced in rhythm and maintained the spacing in the circle with reminders. I Moved safely in most spatial relationships and formations with other dancers, sharing and maintaining my personal space. I usually had an awareness of others in the space and with guidance could self-adjust when needed.	I danced in rhythm but needed reminders to notice the space and make adjustments. I needed reminders to moved safely in with other dancers, sharing and maintaining my personal space. I didn't have an awareness of others and needed guidance to adjust.	I danced in rhythm but never really noticed the spacing in the circle or moved to adjust it. . I needed frequent reminders to moved safely in with other dancers. I was not really aware of sharing and maintaining my personal space. I needed guidance to adjust throughout the dance.
Cooperation, supportive classmate, observation	I was cooperative, patient and supportive as we learned the dance. I made helpful observations, as we	I was mostly cooperative, patient and supportive. I made a few helpful observations as we	It was hard to be patient and supportive. I was easily distracted and didn't notice things to add to the	It was hard to be patient and supportive. I didn't try my best, listen carefully or notice things to add to the

	critiqued our progress. I used the ribbons respectfully and carefully.	critiqued our progress. I used the ribbons respectfully and carefully, with reminders.	critique. I fussed over the ribbon color at first and needed reminders not to pull too hard	critique. I fussed over the ribbon color almost every time and needed reminders not to pull too hard
<b>Quality of Movement</b>	I was strong and confident making smooth transitions. I made the dance pleasant to look at and used the ribbons gracefully. Great energy. Total commitment. I showed all the locomotor and non-locomotor movements, and dance sequences that require moving through space using a variety of pathways.	I was strong and confident, but had bumpy transitions. I made a good effort and the dance was pleasant to look at. I used the ribbons nicely. With practice, I showed all the locomotor and non-locomotor movements, and dance sequences that require moving through space using a variety of pathways	I tried hard, but was lacking confidence. I was hesitant and followed the best I could, but I was late with the music. I used the ribbons but got tangled and pulled a bit. I showed most of the locomotor and non-locomotor movements, and dance sequences that require moving through space using a variety of pathways. I needed reminders to do the right thing.	It was hard to feel confident. I was hesitant and followed, but I was never sure where I was supposed to be. I needed more practice. I fussed over the ribbon color and pulled too hard. I showed some of the locomotor and non-locomotor movements, and dance sequences that require moving through space using a variety of pathways. I didn't dance the parts I don't like.
<b>Final Performance</b>	Smiles and smooth dancing- even if a mistake is made, so no one noticed! Best effort and confidence in performance! I danced for and with others where the audience and performers were in different spaces.	Mistakes were made and noticeable. Transitions and sequences were bumpy, but I smiled and kept going. Good effort was made. I danced for and with others where the audience and performers were in different spaces.	I forgot a part and bumped or forgot to move at all. I tried but it was not my best effort. I lost my confidence and concentration. I danced for and with others where the audience and performers were in different spaces, but I was really too close to the audience sometimes.	A mistake was made and attention was called to it. I was talking during dance. My lack of effort and confidence in presentation was clear. I danced for and with others where the audience and performers were in different spaces, but I needed help to stay in the right space.

**Class 7:** Spend time with the rubric and let the students circle what they think they did. Sometimes I ask them to take it home, depends on the class/time. Create their own 'circle dance' Class is divided into 2 groups; they have to collaborate and cooperate. This entire class process is an assessment of what they have synthesized from the Maypole unit. I look to see how independently and

cooperatively they: improvise a dance phrase with a beginning, a middle and clear end. Choose movements that follow a musical phrase, develop a pattern, give reasons for movement choices. Show a range of locomotor and non-locomotor movements, patterning, and dance sequences that require moving through space using a variety of pathways. Discuss choices that make the dances work well, and explain why they work. Use simple dance terminology.

**The NCAS Standards in Dance Resources** include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constitutes.

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**Educator Bio: Kristen Weaver** trained at the School of American Ballet and danced in The Nutcracker Suite, Coppelia, Midsummer Night's Dream and Circus Polka with New York City Ballet. She received a BA in Theatre Arts and took teacher training at the Dance Education Laboratory in Manhattan and on-line courses with NDEO. Kristen has been teaching dance for 22 years. She teaches at The Montclair Kimberley Academy (MKA), in the lower school, and leads teacher training in the arts for the teaching staff. Kristen is also on the board and teaches at Sharron Miller's Academy for the Performing Arts (SMAPA). She has taught drama at Madison Montessori School and MKA and often writes and directs the school plays at MKA.