

Sample Lesson: Grade 5, Connect Domain

Project	Play Parties and Folk Dance	
Standard(s)	5.GM.Cn1.A - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life). 5.GM.Cn2.A - Demonstrate understanding of relationships between music an the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).	
Unpack the standard to set learning targets		
What will the students know?	Why play parties and folk dance were important to early settlers Why music they listen to is important to them	
What will the students understand?	Students will understand the context for play parties and early American folk dances as well as how they were part of daily life.	
What will the students be able to do?	Students will be able to sing/dance historical folk dances and play parties.	
Consider what the learning will look like		
Presenting Content How will students engage with the content?		Students will sing/dance various play parties and folk dances
Activities, Space, and Materials What level of choice will students have?		Open space; recordings of various folk dances
Academic Feedback What feedback will students get from the teacher about their learning? How will students give feedback to each other? How will students give feedback to the instructor?		Group discussion
Connections		
Literacy		
Reflections and Assessment		

Standards:

5.GM.Cn1.A - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).

5.GM.Cn2.A - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).

Lesson Guidance:

The Play Parties and Folk Dance lesson is less of a detailed lesson plan and more of a suggestion of how to integrate the Connect standards into a lesson plan. Some suggested resources for material include the materials published by the New England Dancing Masters, Sanna Longden, and the set *Rhythmically Moving* by Phyllis Weikart.

1. Begin by teaching one or two classic play parties (traditional songs that had dance-like movement). A great example is "Down the River" as it has an easy-to-learn melody and a simple set of movements based on a longways set.
2. Once the students know this song/play party, it would be a relatively easy step to teach several possible folk dances that are based on the longways set. Although a bit complicated, the Virginia Reel would be a particularly fun challenge for fifth graders.
3. Once the students know one or two of these dances and play parties, a discussion can commence regarding what the students notice about the connections between the movement and the music.
4. Students are often surprised to learn that play parties were extremely common amongst early settlers, often occurring monthly in someone's barn. Since many religious views of the time forbade dancing, the play party was born. Although primarily intended for children, it was very common for adults to participate. After all, movement to music is intrinsically fun for most people. At this point, questions for the students could include:
 - a. What types of music do you normally move to?
 - b. What types of music do you typically listen to?
 - c. Why?
 - d. Any connections with your community (family, class, school, etc.) as a result?

- e. Do you notice any similarities between the play parties and the other dances we have done? (Such as the Virginia Reel.)
- 5. The main goal here is to get the students to begin to notice connections with historical music and its time period along with current music trends and our own time period. Although there are many differences, there are also many things in common. Simply experiencing the music and actions of historical music opens up a platform for discussion and thought based on the shared experience.

Resource Created by Jason Glashauser