



Durham Arts Council CAPS Teaching Artist Roster
Sample Lesson Plan

Program Title: Cultural Dance Workshop		Teaching Artist Name: Asha Bala	
Grade Level: K-12	Maximum Student Participants: Unlimited	Length of Program: <i>Total Days:1</i> <i>Length of session(s):90 mins</i>	
Arts Focus: Multi Cultural Education		Curriculum Focus: Cultural Studies	
<p>Primary Learning Goal(s): <i>(What should students learn during this residency, workshop, or performance?) Cultural Sensitivity</i></p> <p>A clearer idea of Indian dance and deeper appreciation of the culture in which it was developed. By learning the basics of the dance - basic stances, postures, hand gestures, enacting the myths and legends that make up the Dance, students will become more culturally aware and sensitive of the dance and its culture.</p>			
<p>Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i></p> <p><i>Dance</i></p> <p>3.CP.1.3: Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories</p>		<p>Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i></p> <p>Math 6 Attend to precision. Bharata Natyam is a very dance form. Students will learn to understand and clearly articulate the symbols prevalent in the dance. They will also understand the mathematical calculations of the rhythmic movements.</p> <p>Language Arts Key Ideas and Details 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	

Connecting NC Essential Standard(s)

Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.

World Humanities/History

3.C.1 Understand how diverse cultures are visible in local and regional communities.

Program Overview (Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).

Objective: *Developing cultural awareness and kinesthetic awareness*

Using slides, students will be provided a brief overview of the history of the Dance, the culture in which it originated and the basic components that make up the Dance technique.

Slides on:

The map of India and the region in which the dance developed

The temples where the dance originated

A chart of the rhythms used in dance

The hand gestures, head gestures and eye gestures

The costumes and jewelry used

15 mins

The workshop. Students will learn 4-5 basic rhythmic moves, which will be combined to form a movement sequence. 35 mins

Break: 5 mins

Resume Workshop: Students will be taught hand gestures to tell a narrative and a short narrative sequence using the gestures. 25 mins

Wrap up: Students will be shown a video of the dance performed to music and costume. 10 mins

Students will get bodily awareness, spatial awareness, rhythmic awareness and cultural awareness.

Materials:*List materials that will be required to conduct this program.*

Slide Projector

Slide Screen

Audio Amplifier

Video Player

TV to see video

Teacher Involvement	Program Evaluation
<p>Teacher(s) role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i></p> <p>Will conduct the workshop</p>	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i></p> <p>Provide notes on the Dance and its history Have them do a multiple choice quiz.</p>
<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>Share slides on: Map of India, Marking where the dance originated in the country On the temples where it was developed On the dance with costume and jewelry. The significance of the costume</p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>The slides mentioned on the left. Plus simple notes on the dance tradition. Its history and technique.</p>
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p> <p>Text on Indian dance – Abhinaya Darpana Narrative lyrics from ancient literature known as Tevaram written in 6/7 century AD</p>	
<p>Space Requirements:</p> <p>Studio space</p>	<p>Technical Needs:</p> <p>Slide Projector Slide Screen Audio Amplifier Video Player TV to see video</p>
<p>Program Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc.</i></p> <p>Gauging the age of the audience we will modify the length of the introduction, modify the dance moves.</p>	
<p>Additional Comments:</p> <p>None</p>	

