

Moving and Grooving

Grades 1-4



Lesson 1 — *Let's Dance: Movement and Meter*

Objective

Students will become familiar with several dance pieces by the American composer Aaron Copland, including “Hoe Down” and “Saturday Night Waltz” from the ballet *Rodeo* and the “Miller’s Dance” from *Three Cornered Hat* by Spanish composer Manuel de Falla. They will be able to identify duple and triple meter through active listening and kinesthetic movement. Students will learn how to conduct in a two pattern and a three pattern. Students will also be able to describe musical qualities using appropriate vocabulary.

Suggested Materials

- Recordings of Aaron Copland’s “Hoe Down” and “Saturday Night Waltz” from *Rodeo* (audio links can be found at [youtube.com/user/BfloPhilharmonic](https://www.youtube.com/user/BfloPhilharmonic))
- Recording of Manuel de Falla’s “Miller’s Dance” from *Three Cornered Hat* (audio links can be found at [youtube.com/user/BfloPhilharmonic](https://www.youtube.com/user/BfloPhilharmonic))
- Word Bank (provided)

New York State Arts Standards

MU:Pr4.1.1a	MU:Pr4.1.2a	MU:Pr4.1.3a	MU:Pr4.1.4a
MU:Pr4.2.1a	MU:Pr4.2.2a	MU:Pr4.2.3a	MU:Pr4.2.4a
MU:Pr4.3.1a	MU:Pr4.3.2a	MU:Pr4.3.3a	MU:Pr4.3.4a
MU:Re7.1.1a	MU:Re7.1.2a	MU:Re7.1.3a	MU:Re7.1.4a
MU:Re7.2.1a	MU:Re7.2.2a	MU:Re7.2.3a	MU:Re7.2.4a
MU:Re8.1.1a	MU:Re8.1.2a	MU:Re8.1.3a	MU:Re8.1.4a
MU:Cn10.1.1b	MU:Cn10.1.2b	MU:Cn10.1.3b	MU:Cn10.1.4b

New York State Career Development and Occupational Studies Standards

Reading, CCR 1, 2, 4, 6 and 7
Speaking & Listening, CCR 1, 2 and 3
Language, CCR 1, 3, 4, 5 and 6

Common Core Learning Standards for ELA & Literacy

Reading, CCR 1 and 2
Writing, CCR 2
Speaking & Listening, CCR 1, 2 and 4
Language, CCR 1

Procedure

- 1) Music moves us! Music has always been used for dancing. We move our bodies to the music in different ways depending on what we hear. Ask students to name different types of dances that they know. They can demonstrate if they would like. Ask students to describe the music that goes with each dance they mention. What qualities does this music have? Create a list of words that describe the qualities they hear in each dance.
- 2) Play the opening of Aaron Copland’s “Hoe Down.” How does the music feel? Is it fast or slow? Smooth or choppy? Sombre or cheerful? What qualities might they choose from the list that students just made, or from the provided Word Bank? Is it similar to any of the dances that they are already familiar with? Ask students to get up and move to the music however it makes them feel.

Lesson 1 — *Let's Dance: Movement and Meter* *(continued)*

- 3) Ask students if they can tell if this has a duple or triple meter. Show them a conducting pattern in two and then ask them to conduct along with the music at the beginning again. Discuss how this feels. This piece is in duple meter. Conducting is another way to feel the music.
- 4) Now play Copland's "Saturday Night Waltz" starting at the 30 second mark. How does this music feel? Ask students to use the Word Bank to find words to describe it. Then, have students get up and move to the music in any way they feel.
- 5) Try a conducting pattern in three, and then ask them to conduct with the music. How does this feel different from the previous piece of music? This piece is in triple meter.
- 6) Finally, play de Falla's "Miller's Dance." After listening for a while, and also moving, ask if they can identify if it is in duple or triple meter. See if the students can feel both the big and small beats (the macro and micro).
- 7) Discuss: How do duple and triple meter feel differently from each other? How does the meter inform how the music moves?

LOUD!

FAST

Choppy

Bright

Major

Duple

Busy

HOT

Quiet

Slow...

Smooth

Dark

Minor

Triple

Still

Cold