

### Merging Identities through Hula - LESSON PLAN #4

GRADES: 3-5

APPROXIMATE LENGTH: 1 hour

<b>OBJECTIVES</b>	<ol style="list-style-type: none"><li>1. SWBAT perform their Identity Hula while demonstrating effective teamwork and identity through movement.</li><li>2. SWBAT reflect on their experience with their peers and Hula through a self-evaluation sheet.</li></ol>
<b>STANDARDS</b>	<p><b><u>NJSLS - DANCE:</u></b></p> <p>1.1.5.Pr4 a. Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).</p> <p>1.1.5.Cn10 a. Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.</p> <p><b><u>SOCIAL JUSTICE STANDARDS:</u></b></p> <p>DI.3-5.9 I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p> <p><b><u>SEL COMPETENCIES:</u></b></p> <p>4. Relationship skills, 1. Self-Awareness, 3.Social Awareness</p>
<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"><li>• How can we tell stories about our identity through Hula?</li><li>• Why is it important to learn about others' identity along with your own?</li></ul>
<b>VOCABULARY</b>	Vamp/Kaholo, Sway/Ka`o, Slide/Holoholo, Rock/Kalakaua, Walk/Lele, Circle/Ami, Close/big pose, identity, gesture, teamwork
<b>PRIOR KNOWLEDGE</b>	<p>Students need to have previous experience with</p> <ul style="list-style-type: none"><li>• isolate different body parts</li><li>• understand the rhythms of a 4/4 tempo</li><li>• basic spatial awareness</li><li>• buoyancy in legs</li><li>• ability to reflect on self</li><li>• working vocabulary of Hula and identity representation</li></ul>

- create original movement or be heavily guided through this process
- choreograph independently
- working cohesively and effectively with a small group
- performance skills

**Description of Each Instructional Component**

**Powerpoint:**

[https://docs.google.com/presentation/d/10INTKBYRIPgojd3\\_vzf\\_07Sxlpit5\\_1s9iR20MFLOgl/edit#slide=id.ga388cd930a\\_1\\_173](https://docs.google.com/presentation/d/10INTKBYRIPgojd3_vzf_07Sxlpit5_1s9iR20MFLOgl/edit#slide=id.ga388cd930a_1_173)

**Assessments: Checks for Understanding**

**Differentiation/ Modifications/ Suggested Adaptations**

**Student Materials**

**Teacher Resources/ Prompts**

**Anticipatory Set/Opening (1 minute)**

1.Students will watch a final introduction video of Ms. Popino and Ms. Stine that talks about the performance and the importance to have fun! (Slide 42)

2.Performance Qualities  
Fill in Slide # for students to list their top five performance qualities. This is anything your students think are important to include in their performances. (Slide 43)

1. Teacher checks that students are paying attention through observation. Optional: Consider asking each group to verbalize how they're feeling about their Identity Hula so far (Do you feel confident or ready for our performance today?).

**Teacher will verbally relay instructions following the video or ask students to verbally share their feedback**

**Computer**

**Video on PowerPoint**  
  
**Prompts Slide 43**

<p><b>Hula with Performance qualities (TIME: 15 Minutes)</b></p>	<ol style="list-style-type: none"> <li>1. Hula Warm Up: Instructors will clarify the fundamental elements of the Hula dance from previous lessons The instructors will then guide students through applying their t-charts, performance, and community skills. (Slide 44)</li> <li>2. Students will perform the same Hula done in Lessons 1, 2, and 3 with the addition of performance skills such as focus, smiling, and energy.</li> </ol>	<p>Teacher Instructions: Ms. Stine and Ms. Popino Hula Warm Up video for Day 4 w/ performance quality focus</p> <ol style="list-style-type: none"> <li>1.Check for understanding through observation and asking students to describe what performance quality is to them (What can we do to have a great performance?)</li> <li>2.Classroom Teacher checks for physical understanding as students dance the warm up</li> </ol>	<p><u>Imagery</u></p> <p><u>Movement modifications</u></p> <p><u>Video Modeling</u></p> <p><u>Guiding questions</u></p>	<p><u>Computer</u></p> <p><u>Space to dance</u></p>	<p><u>Instructions Video</u></p> <p><u>Review Video</u></p> <p><u>Teacher Prompts</u></p> <p>Continue to emphasize the importance of Hula arms:  <i>“imagine you’re holding long ribbons lifting them up and down, then imagine your arms are the ribbons, starting from your shoulders getting smaller until your arms resemble a soft wave, movement in the wrist”</i></p>
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<p><b>Group Work Time (TIME 10 minutes)</b></p>	<p>1.Group Work Time (Slide 45) Students will be given 10 minutes to prepare for their performance with their Hula Small Groups. Encourage students to think about what makes a great performance (clear movements, smiling, being in sync with the other group members, etc.). Consider what performance techniques you (classroom teacher) have implemented with your students already and verbally remind your students of these techniques.</p> <p><b>**Reminder: The checklist has evolved to include 6 basic steps today**</b></p>	<p><b>Visual Check:</b> As students work, circle the room or the virtual classroom and check in with students. We recommend asking students if they're feeling confident and responding with any necessary support.</p> <p>Check for students working cohesively and implementing the teamwork techniques they developed during the previous lesson</p>	<p><b><u>Teacher Check-in</u></b></p> <p><b><u>Assign a group/rehearsal leader for each group to guide students through the preparation process</u></b></p> <p><b><u>Print checklist for students to reference as they finalize their performance</u></b></p>	<p><b><u>Checklist</u></b></p> <p><b><u>Computer</u></b></p>	<p><b><u>Checklist</u></b></p> <p><b><u>Ms. Stine and Ms. Popino's Video Prompt</u></b> (Slide 45)</p> <p><b><u>Teacher Instructions:</u></b> Teacher instructions: circle the classroom or visit students in breakout rooms to check-in on progress. Ask students "Are you feeling confident for our Hula Identity Dance Showing?" Provide students with the appropriate supports as needed (ex. An extra 5 minutes to prepare if there is time, answering questions about the showing process, diffusing a group argument)</p>
<p><b>Performances (TIME:20 minutes)</b></p>	<p>1.Performance Slips Students will gather to showcase their group projects. Students will be tasked to fill out Performance Slips as they work (Slide 46) Students will document what they noticed about the groups Hula performance/their identities as well as how the Hula made them feel.</p> <p>2.Each group will perform their dance and afterwards the rest of class will fill out a performance slip. Option: Depending on your students; experience with giving feedback, have</p>	<p><b><u>Visual Check:</u></b> Classroom teacher making sure each student is filling out their performance slips</p> <p><b><u>Verbal Check:</u></b> Asking follow up questions</p> <p><b><u>Formal Assessments:</u></b> Teacher can assess performances based off of the rubric</p>	<p><b><u>Read the performance slips aloud</u></b></p>	<p><b><u>Computer</u></b></p>	<p><b><u>PowerPoint</u></b></p> <p><b><u>Ms. Popino and Ms. Stine's Instruction Video (Slide 46)</u></b></p> <p><b><u>Performance Slips</u></b> <b><u>Link to Performance Slip:</u></b> <a href="https://docs.google.com/document/d/1Kitu2tRuFwcv8weLc-89RPdfy8vwlrPnSoUjLsIX7Y/edit?usp=sharing">https://docs.google.com/document/d/1Kitu2tRuFwcv8weLc-89RPdfy8vwlrPnSoUjLsIX7Y/edit?usp=sharing</a></p> <p><b><u>Teacher Instructions:</u></b> Classroom teacher will decide</p>

	<p>each group perform their Identity Hula, followed by a brief informal class discussion using the Performance Slip questions to guide the conversation.</p>				<p>the order of the Hula group performance.</p> <p><b>Performance Rubric Link:</b>  <a href="https://docs.google.com/document/d/1hdw3OWfvGYPs35JnMmR7j2L7D0Kwq3JuccdI7DdQYKg/edit?usp=sharing">https://docs.google.com/document/d/1hdw3OWfvGYPs35JnMmR7j2L7D0Kwq3JuccdI7DdQYKg/edit?usp=sharing</a></p>
<p><b>Self-Evaluation Sheet and Closing (TIME:10 minutes)</b></p>	<p>1.Self-Evaluation Sheet Following the performance, students will fill out a Self-Assessment based on their performance, their work with their group, and what they learned about Hula and Hawaiian culture. The teacher will support this activity with Ms. Stine and Ms. Popino’s video instructions (Slide 47)</p> <p>2.Closing Classroom teacher will play Ms. Stine and Ms. Popino’s closing video, thanking the class for their excellent work throughout the unit. Classroom teachers will prompt discussion on how students can take what they learned outside the classroom.</p> <p>3.Breath Ms. Popino will finish the Hula Dance unit with a breath exercise. This resource is available on the Powerpoint.</p>	<p><b><u>Informal Assessment:</u></b> Ask students to restate instructions to promote active listening and student comprehension of expectations</p> <p>Circle the room or virtual space, checking-in with students to offer support when needed</p> <p><b><u>Student Assessment:</u></b> Students will evaluate themselves to continue to improve as dancers and people.</p>	<p><b><u>Modifications:</u></b> If online, students could use platforms such as Flipgrid or Padlet to record videos or audio recordings of their self-evaluation answers.</p> <p><b><u>Suggestions:</u></b> Use popsicle stick methods to randomly call on students if students are reluctant to volunteer.</p>	<p><b><u>Computer</u></b></p>	<p><b><u>Ms. Stine and Ms. Popino’s instruction video</u></b></p> <p><b><u>Self-Evaluation Sheet Link:</u></b>  <a href="https://docs.google.com/document/d/1aozjCFTnYD3XdMY9ZPAWn_K8feMTqCeXgtnUwrsQhBU/edit?usp=sharing">https://docs.google.com/document/d/1aozjCFTnYD3XdMY9ZPAWn_K8feMTqCeXgtnUwrsQhBU/edit?usp=sharing</a></p> <p><b><u>Closing Prompts:</u></b> How can we use what we learned about Hula, Teamwork, and Identity outside of class?</p> <p><b><u>Ms. Popino’s Breath audio</u></b></p>

**POSSIBLE EXTENSION ACTIVITIES:**

If time permits, students can research their continued curiosities on Hula and Hawaiiin culture from their self-evaluation sheets.

OR

Continue to work on Hula crafts of either the flower or coloring sheets.

<https://www.scribblefun.com/lilo-and-stitch-coloring-pages/>