

Title: *Yesh Li Yadayim (Hebrew)*

A music-based unit derived from the Music Starters Template: Yesh Li Yadayim

Starting Point: *Yesh Li Yadayim Move It!* Susie Davies-Splitter

Generative topic:

Dances have patterns

Rewritten as a question:

How are dances created by combining movement patterns?

Overview:

Students will learn to sing and dance the Hebrew song *Yesh Li Yadayim* and participate in playing, singing and creating movement sequences.

Intended grades: Prep - 6

Standards: 2 / 3

Duration: 2 to 4 x 40 minute weekly lessons

Connections with Cognitive, Personal and Social Development:

- Understands how the basic elements of arts forms are used to communicate meanings in everyday life
- Understands how to use logical steps and processes to pose questions, gather information, make decisions and draw conclusions when undertaking an investigation
- Understands how to purposefully use and explain informal ways of thinking and acting mathematically in familiar situations
- Understands that individuals have differences and similarities

Throughlines	Understanding goals
Students will understand that dances are made up of layers of patterns.	1. Patterns recur as the dance is repeated.
	2. Traditional dances demonstrate a vocabulary of movements that can be employed to create new dances.
	3. New dances can be created using the framework of an existing dance.
	4. Newly invented movements will fit the phrasing in the particular music selected for the dance.

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded inquiry
- ✓ self-assessment
- ✓ peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts:

Concept	Specific aspects
	Students can:
✓ Beat	move to a beat; keep in time with specific actions; play an instrument maintaining the beat
✓ Rhythm	match specific actions to words in the song
Meter	
✓ Tempo	observe and respond to the changes in tempo
✓ Melody	sing and play the melody of the song on barred instruments
Harmony	

✓ Tonality	identify a song in a minor key
Dynamics	
Tone Colour	
Texture	
✓ Structure	identify binary form
✓ Style / Context	sing the song in Yiddish or English.

Development of these skills:

Skill	Specific aspects
	Students can:
✓ Vocal	sing the song
✓ Instrumental	play the song on barred instruments (Standard 3)
✓ Movement	learn the dance; substitute movements in parts of the dance (Standard 2); create appropriate new dance sequences (Standard 3)
Reading Notation	
Writing Notation	
✓ Listening / Aural Discrimination	listen for the phrasing that dictates the structure of the dance
✓ Improvising	substitute movements in the dance
Composing	
✓ Arranging / Transcribing	arrange a new sequence of movements
✓ Commenting	devise a rubric to use for self and peer assessment.

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
1	Students listen to the music to find the two sections.	Students signal when they hear change. Students fill in a proforma.
2	Students learn the song and devise appropriate actions for the verse.	Observe student participation.
3	Students practise the dance movements in free space.	Students share movements with a partner or the class.
4	Students brainstorm new movements for possible use later in the improvised sections.	Students pictorially record a new movement sequence to share with the class.

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
	Students develop a set of criteria for a rubric.	Students discuss their expectations and requirements of the project to produce a rubric.
2	Students combine singing and dancing to perform the dance as described.	Students engage in a number of roles as: <ul style="list-style-type: none"> • contributors of ideas • performers of the dance • participants in singing • instrumentalists.
1	Students play verse or chorus on barred instruments, to create a suitable un-pitched percussion accompaniment.	Observe students using the instruments correctly. Students play and / or record notation.
4	Have each group substitute new movements at particular parts.	Observe how the students work as members of an ensemble. Record the new movements.
4	Students brainstorm alternate sequences.	Students create a movement sequence.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1	Students perform the song, dance and accompaniment as originally learnt (rotate the three groups so each performer attempts all parts of the task).	Video tape the performance.
3	Students perform the customised version developed by the class.	Record the performance. Compare the two performances. Develop an assessment model to determine the success of each performance. Peer and self assess using the rubric (Standard 3) and / or critical comment (Standard 2).

Tips for teachers

Read Andre van de Plas's *Tips for Teaching Dance*

Make sure you know the dance thoroughly before you teach it.

Practising all movements for any dance in free space first is really valuable, especially in Standards 1 and 2.

Resources and references

Yesh Li Yadayim ***Move It !*** Susie Davies-Splitter, **Two Up Music Education 2003**

Hebrew Songs: *Chiribim ABC Sing 2005*, song 15, page 30

Related Repertoire

Folk dances recorded by *Shenanigans*, Andre van de Plas, Christoph Maubach

These are available through the TOSA library and VOSA sales (www.vosa.org.au)

World music, songs in languages other than English

Orchestral Folk Dances e.g. Brahms, Dvorak