

## Lesson #1: The Waltz

### **Big Idea:**

Dance, drama, music, and visual arts express meaning in unique ways.

### **Unit Objective:**

Given a discussion and presentation on the musical characteristics of different dance forms, followed by various examples, a demonstration, and modelling of them, and guided practice of both dancing to and describing them, the student will demonstrate the ability to identify the musical characteristics (definition, metre, form, texture, and common chords) of the Waltz, Polonaise, Samba, Chaconne, and Rumba dance forms, as assessed by the teacher in an in-class written test at the end of the unit out of 25 points for a percentage grade.

**Musical Concepts/Vocabulary to be learned in this lesson:** waltz, triple meter, “oom-cha-cha” accompaniment

*Note: This lesson would be appropriate for an eighth grade general music class, but it is adaptable for younger and older students, and it could be used as an enhancement lesson with a performance based class (e.g., band, choir, or orchestra) who are playing/performing waltzes. Students would benefit from having learned the basics of musical characteristics (metre, texture, form etc.) in a previous lesson. Teaching of this lesson could be spread over 2+ meetings of the class to build confidence in students’ movement abilities.*

### **Lesson Objective:**

Given a discussion and presentation on the definition, metre, and “oom-cha-cha” accompaniment style of the waltz dance form, followed by various examples, a demonstration, and modelling of the basic waltz box step, and guided practice of both dancing to and describing the waltz, the student will demonstrate the ability to define the waltz and identify two musical characteristics on a short Kahoot quiz where the student must answer at least 3 of the 5 questions correctly to receive a “Satisfactory” grade.

### **Equipment & Resources:**

- Projector and speakers to listen to/watch Waltz performances & complete Kahoot Quiz

Waltz No. 2 Shostakovich: <https://www.youtube.com/watch?v=cN1vniebhzM>

Waltz of the Flowers: <https://www.youtube.com/watch?v=VUF9g9V-Ang>

Kahoot: <https://play.kahoot.it/v2/lobby?quizId=c6ec37f0-41ae-4c84-86f5-053a11932ee2>

- Copy of the Music Vocabulary Sheet
- Enough space to “move freely”

**Methodology:**

**AS** Students (Ss.) will be put into small groups where they will be asked to brainstorm how one might “dance” to a waltz without consulting the internet or other classroom resources. Following the small group breakouts, Teacher (T.) will bring Ss. together in a large group to share what they came up with the rest of the class.

**I** T. explains that in the next few classes we will be learning about and moving to the Waltz, which is part of our greater Dance Forms Unit of Study. For this particular lesson, we will be focusing on the musical concepts of triple metre and “oom cha cha” accompaniment”. *NB: Ss. will learn and explore the terms chordal accompaniment, homophonic texture, primary chords, binary form in relation to the Waltz in subsequent lessons.*

**DLA** S. will listen to/watch various waltz examples and will be prompted to think about what the “characteristics” of a waltz might be (musical and movement related). *NB: the directed listening activity question will be written on the whiteboard prior to watching the examples.*

**D** T. will facilitate a short group discussion (5 minutes maximum) on what characteristics Ss. were able to identify.

**P** Copies of the Music Vocabulary Sheet are distributed. T. presents the vocabulary for today’s lesson (waltz, triple metre, “oom cha cha” accompaniment) on the projector and answers any questions from Ss. T. then announces that the remainder of our lesson today will be movement-based!

**M** T. models the basic box step of the Waltz Dance Form.

**GP** Ss. mirror T.’s movements and are given independent time to practice the basic box step.

**D** T. asks students, “what did you feel and hear movement and music wise as you danced?”. T. reviews the musical characteristics (triple metre and “oom-cha-cha” feeling) again and repeats activity as needed.

**IP** Ss. are given individual time to review and practice the basic box step in order to “feel” its musical characteristics. T. offers feedback as needed.

**A** Ss. will participate in an in-class Kahoot quiz where they will answer questions regarding the definition of the waltz and its musical characteristics. Grading of student accomplishment of the instructional objective of this lesson is done on a Satisfactory/Non Satisfactory basis where the student must answer at least 3 of the 5 answers correctly.

C Ss. are congratulated on their efforts and progress, given suggestions of what aspects of the waltz to continue going over, and feedback on what they did well. T. reminds Ss. to review the Music Vocabulary Sheet, as we will continue adding to this list, and Ss. must be prepared for the final written test at the end of the unit. Class concludes by answering any lingering questions students may have. If time allows, T. and Ss. will dance to one final waltz together.

## Music Vocabulary Sheet – Waltz

**Waltz:** a dance in which two dancers move in triple time as they turn together in circles and the name of music that's written for that sort of dance. When you waltz, you face your dance partner with one hand on their waist or shoulder and the other clasping their hand. The two of you move in a gliding spin.

**Triple meter:** characterized by a primary division of 3 beats to the bar, usually indicated by 3 (simple) or 9 (compound) in the upper figure of the time signature

**“Oom-cha-cha” accompaniment:** 1 chord per bar with the bass note played on the first beat and the remaining notes of chords played on the 2nd and 3rd beats

**\*Vocabulary to be further explored at a subsequent lesson\***

**Chordal accompaniment:** usually primary chords played in a homophonic texture

**Homophonic texture:** the most common texture in Western music - melody and accompaniment. Multiple voices of which one, the melody, stands out prominently and the others form a background of harmonic accompaniment

**Primary chords:** the chords (or triads) built on notes 1 (I), 4 (IV) and 5 (V) of the scale

**Binary form:** describes the structure of a piece of music which is divided into 2 different sections. The 2 sections are usually labelled A and B