

**Title: Body Beat Money Dance**

**Grade Level: 2-5**

**Dance Elements Addressed:** Time and the Body

**Principles of Choreography Addressed:** Repetition and Contrast

**Dance Standards Addressed:**

**Content Standard #1:** Learn and develop skills and technical demands unique to dance.

**K-4 Benchmark 1A:** Demonstrate body coordination and awareness.

**K-4 Benchmark 1B:** Identify and demonstrate the elements of space, time and energy.

**Content Standard #3:** Integrate understanding of dance by seeking connections and parallels among arts disciplines as well as all other content areas.

**K-4 Benchmark 3B:** Explore connections between the elements of dance and other content areas

**Social Studies Standards Addressed:** STRAND: Economics

**Content Standard IV:** Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

**K-4 Benchmark IV-C:** Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.

**Essential Question:** (Economics) How do people use money?

**Lesson Objectives:**

- Gain practice using currency with the lowest possible number of bills and coins
- Create and perform a variety of rhythmic body percussion patterns, individually and in groups

**Materials:**

- Any recorded music with a steady, clear and fun beat
- Poster or electronic visuals with chart of coins/bills and the corresponding movements (next page)
- Cards with currency values appropriate for achievement level
- Electronic lesson or the following amounts written on the board: \$0.04, \$0.08, \$0.20, \$0.25, \$0.41.

**Lesson Teaching Process/Procedure:**

Note: Rhythm patterns always use the smallest amount of coins possible and represent coins in order from largest to smallest, e.g. \$0.36 will show movements for 1 quarter, 1 dime and 1 penny in that order.

The movements are:

Penny=snap

Nickel=thigh slap

Dime=stomp

Quarter=spin

Dollar=jump

Present the movements that go with each coin one at a time, starting with the snap for a penny. Repeat the four snap pattern (\$0.04) with music several times until everyone is comfortable with it.

- Show the “slap” for a nickel and repeat \$0.08 (1 slap and 3 snaps) to the music
- Continue to introduce new denominations of money and the corresponding movements until they are committed to memory. (To spread the lesson over several days, stop here on the first day.)

- Create a pattern, e.g. combine \$0.08 (1,2,3,4: slap, snap snap snap) with \$0.20 (1,2: stomp, stomp) and \$0.25 (3, 4 spin) and repeat the whole pattern 4 times
- Try more difficult numbers like \$0.41 (1,2,3,4: spin, stomp, slap, snap) alternating with simpler ones like \$0.04 (1234 snap, snap, snap, snap) to give the brain a little break.
- Encourage individuals or small groups to make their own combinations, picking their own numbers or using ones you have prepared. Perform them for each other, and see if the audience can decode them.
- Divide into groups of four or five. Use the number cards provided (following page). Each group decides how they would like to perform the number and then shows the combination four times in a row with music. The audience tries to guess what the amount on the card is.

**Assessment:**

- Movements “add up” to the specified amount of money (i.e. the proper currency was used)
- Students demonstrate adequate practice by staying in time with the music and remembering transitions. They move in unison with other group members when applicable.
- Students work cooperatively with a group, both contributing and compromising appropriately

**Modifications for All Grades:**

- Modify for all grades by carefully monitoring amounts of money with which they will work.
- Younger students will be more successful with teacher-led sessions, older students can do more independent and small group work.
- Most students need help keeping the patterns four or eight beats long. Older students should be encouraged to insert “rests” where needed so that each new pattern or repetition begins on a downbeat.
- Feel free to alter any of the movements to suit your students. If they are not able to safely do a spin, change it to a jumping jack or a kick, a squat, a clap, etc.

**Additional Resources** Visuals for *Body Beat Money Dance* for Promethean boards are available on request from Sara at [Hutchinson@aps.edu](mailto:Hutchinson@aps.edu). If you do not have the software used with Promethean boards, a free download is available that allows you to view these lessons in a format similar to Power Point.