

## Song and Dance to Learn Subject Pronouns and the Verb To Be

### **MSD.CN.2 Recognize connections between dance and wellness.**

d. Demonstrate how dance builds physical and emotional well-being (e.g. positive body image, physical goals, creative goals, focus/concentration).

### **TA8.CR.1 Organize, design, and refine theatrical work.**

c. Incorporate dramatic elements through improvisation.

e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process.

h. Assume different roles and responsibilities in the rehearsal process.

**Learning Goals:** Introduction to subject pronouns in Spanish and introduction to the verb to be in French. Students learned new grammar concepts via a song and dance.

### **The Plan:**

1. Students read through the lyrics and learned correct pronunciations.
2. Watched the video carefully.
3. They sang along with the audio to the song.
4. Next, students were placed into groups, boys against girls, to create dance moves and musical instruments utilizing objects found in the classroom to incorporate into their musical performance.
5. Students performed their song and were judged on the following categories:
  - a. **Talent:** add movement such as dance and music using objects found in the classroom to enhance the performance.
  - b. **Engagement/Enthusiasm:** All students in the group had a role: background or foreground singers and/or dancers. All students had a role.
  - c. **Volume:** groups were judged on proper volume.