Home Learning TV – Lesson Plan

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| **Segment lesson planning details** |  |
| Title for segment: | Dancing with Stars  |
| Year levels *(e.g., Yrs1 – 3)*: | Years 4-7 |
| NZC learning areas:  | Arts |
| Purpose of lesson:(What learners will learn) | The purpose of the lesson is to:1. Show how one young Samoan woman (Parris Goebel) was able to use her love of dance to create a world-wide career. (Viewing and listening for meaning)
2. Learn how to write an effective profile (a paragraph based on some observations and notes to include a topic sentence and supporting detail)
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| Success Criteria – students will be able to:(how they will know when they have learnt it) | Students will learn: * how dancing took Parris Goebel to worldwide fame as a choreographer
* to use information (from viewing a film clip) to write a profile.

( This will be in a paragraph with a topic sentence and supporting detail.)  |
| **Segment content/context details *(as appropriate)*** |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Not specific | Pacific specific content i.e. the learning is focused on Pacific knowledge: | Focus on a well-known samoan dancer and choreographer. She references her pride in her culture and the way her career has developed from her traditional dance knowledge. |
| **Segment production details** |
| Equipment requirements: | Powerpoint,large sheet of paper set up as indicated for taking notes |
| Copyright requirements:Please be specific: Source: (*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), Length (timings for video clips) | Youtube clipDaughters of the migration - By The Coconet<https://www.youtube.com/watch?v=7qowPHtrY9o> - A segment from 5.50-8.28min (a total of 2.40 minutes)Copy right requested 8/5/20**As requested, clip needs to be cut for the appropriate segment and embedded into powerpoint:**From: Image in Samoan dress at 5.50 up to 8.28 ‘*Inspires me to keep  going’* (STOP)***(Please note Marissa that the film clip script is at the end of this plan if needed)*** |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** |
| Links to recordings /resources |  |
| Attachments  |  |
| **Segment plan content** |
|  | Teaching and learning activities linked to purpose | High level script (key points/questions) **\*\* Go to powerpoint\*\* Slide 4** \*\***Presenter reads the text aloud\*\*** |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | Setting the context – and posing a questionFront-loading some information about the subject to support activating prior knowledge Providing the purpose(Time 3-4minutes) | **\*\*presenter\*\*** Own welcome etc This week we have a focus on careers or the jobs that we do…… **adlib to set the week’s theme****\*\* Go to powerpoint\*\*Slide 2 (Nb Powerpoint Slide 1 is title slide and not referred to in these notes)**I wonder if you know who these famous people are? (pause) I think you probably do recognise Justin Beiber, Jennifer Lopez and Rihanna. Can you see the question at the top of the screen? It asks … What might these famous people have in common? Have a think (pause.)Yes, they are all singers and dancers, but they also have a very special connection to Aotearoa because they all use the skills of a very special young woman. **\*\*presenter\*\*** I’m talking about Parris Goebel. Parris is a Samoan New Zealander from Auckland, and she has a career as a choreographer to the stars.Recently we heard about Sean, a choreographer who works for the NZ dance company who created a dance called ‘Matariki for Tamariki’. His dancing is different to Parris’, but the job or the creative purpose is the same Do you know what a choreographer does? (pause) You might remember from our Matariki lesson. **\*\* Go to powerpoint\*\*Slide 3** Here’s Parris. I wonder if you have seen her before? She has been on some New Zealand advertisments and TV , as well as being seen on music videos creating cool dance moves. And can you see the definition of a choreographer at the bottom of the screen? Let’s read it together. **\*\* read aloud**…**’A choreographer composes the steps and moves for a dance performance’.** This means Parris is a person who really knows about dance moves and who also has some vision to create and imagine what the overall effect of a performance will look like.**\*\*presenter\*\*** In 2020 in the New Year Honours, Parris was awarded for her services to dance. She has been interested in dancing from a young age, but she especially loved hip-hop which she started when she was 10. She had her very own dance school by the time she was 17. Her school is called ‘the Royal family’, and Parris with her dance students have won at least 3 world hip-hop competitions. That is some achievement! Most of all, she is very proud of her Samoan heritage. She even uses her Siva Samoa to help her create a new spin on her new dance moves.In our lesson today, we will focus on Parris’ career as a choreographer Today we will learn**\*\* Go to powerpoint\*\*Slide 4*** how dancing took Parris Goebel to worldwide fame as a choreographer
* to use information (from viewing a film clip) to write a profile. ( This will be in a paragraph with a topic sentence and supporting detail.)
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| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | Front-load what is going to be covered – watching a video clip.Note takingIntroducing text (viewing) of a Youtube videoChoosing some broad themes which make a frame for note-takingRe viewing the text (Youtube video) with a view to writing notes.Writing notes Construction of a text (profile).Reference to it being a paragraph with a topic sentence and supporting detail.(14-15 minutes) | **\*\* presenter\*\*** We can’t write a profile until we have some information. To do that today we will watch a short film clip where Parris will tell us about herself. Let’s find out a bit more about her choreography skills that have led her to have such as great career. I’ve got a piece of paper here for some notes. Have you taken notes before? They will help me later when I think about what I would want to write in a profile about Parris. Perhaps you have some paper there too.I think it is best if we listen the film clip twice. That’s because I don’t think we can take in everything we need to know with just one viewing. So firstly, let’s just listen and enjoy what we learn from Parris. We’ll listen for the main ideas. **\*\* powerpoint\*\* slide 5 Go to video**  <https://www.youtube.com/watch?v=7qowPHtrY9o> – **PLEASE note This needs to be cut and embedded into the powerpoint** - A segment from 5.50-8.28min (a total of 2.6 minutes)**\*\* presenter\*\*** I enjoyed listening to Parris talk and I think I learned quite a lot about her. What about you? (pause) Was the information new to you? (pause) Was there anything that surprised you? (pause)**\*\* note to presenter\*\* Either write the 3 key headings for the notes (as shown in the image below) and speak at the same time, or have the points pre-written and just read. Whichever is easier.**As Parris was talking, I decided that I would take my notes around some main ideas or themes I heard. I want to get some notes about her: **dance experiences**, her **values and beliefs** and **the impact she has on others**. She used the phrase about having ‘impact on others’ in the clip and I liked the sound of it, so have used it here. I have ‘borrowed’ her own words to use here.I’m glad to be able to watch the film clip again as it will make it easier to notice the details this time. I hope you can listen for these details too. If you have your paper handy you could write some notes on these main ideas too. Remember you only have to write things you think are really improtant**\*\* powerpoint\*\* slide 5 Go to video**  <https://www.youtube.com/watch?v=7qowPHtrY9o> - A segment from 5.50-8.28min (a total of 2.6 minutes)Did you hear the details this time? Here’s the notes I took while listening to Parris. **\*\* note to presenter\*\* Either write the notes while speaking at the same time or have the points pre-written and just read. Whichever is easier.**Thinking about her dance experiences, I heard Parris say; she loves to dance, she dances at weddings and right at the start she said that her dances were a modern spin on Siva Samoa. This means that she used traditional dance moves but changes them up a bit. So now I have some bullet point notes about her dance experiences.Thinking about Parris’ values and beliefs I noted she; feels connected to Samoa, she is grateful for food, houses and clothing and her ancestors. She also said she is very busy but always has a purpose to her work.Parris talked about her impact on others. Her fans said they were inspired by her and Parris said she wants to make a difference. What did you write? (pause) Did you notice those details as well? (pause) They will become the supporting detail that we need to use for writing our profile.Writing notes is a good way of triggering your memory. Notice it is just some main ideas and not full sentences. Knowing how to write notes is really useful. Even as a teacher I still do this lots of times.The really skilful part is turning these notes into a profile about Parris. A profile is a written summary of someone. It describes them or tells others about them.Today my profile is going to be written as a paragraph. Have you written in papragraphs before? You might know already about how paragraphs work. It will have a topic sentence and the specific details I learned from the video clip will follow after that.We want the specific details or the information to be organised into a logical order. It is the order of the sentences and the way the ideas are connected that is important.I’m going to show you how to do it. I have already thought about the topic sentence. This is the first sentence and it covers the main idea of the paragraph. It sets the reader up to know what the paragraph is about. You’ll notice I left a space for it at the top of my notes. Sometimes this is the hardest sentence to write, but now I have seen the video of Parris twice I feel confident with this step.The topic sentence I have chosen is **\*\*presenter writes on the space for it on the paper and reads aloud \*\*(or have prewritten and just comment..***‘Parris Goebel has a career as a successful choreographer working with stars around the world.’* I think that anyone reading this topic sentence will now know what my profile is about. I have to think about the other information that I want to say next.First, I’ll look irst at my notes under the main idea about Parris’ Dance experiences. Using my first bullet point as a guide, I will write - *Parris loved to dance when she was little.* Actually, I think I’ll change the order of my words here to make my first sentence sound more powerful. *When she was little, Parris loved to dance.*  That’s much better.Now, I will use the next 2 bullet points to write some more and extend the detail. I don’t need to use Parris’ name again as I used it in the first sentence, so I will write;  *She performed Samoan Siva at family weddings and then created a modern spin to make new dance steps.* I’ve used ‘and’ so that both bullet points and ideas are joined together.Now I need to think about writing about Parris’ values and beliefs. *Parris is very proud to be connected to Samoa and has visited with her family. Things she is grateful for are her home, having food, having clothing and her ancestors.*I’ll use some of the words Parris used herself for the last part of the paragraph. *Parris likes to think about what she has achieved and reflect on the impact she is having on others. Other young dancers are inspired by her. She feels she is making a difference.*Let’s reread it again to make sure it makes sense. It’s great to be able to write information down about things we have learned. **\*\* Presenter Re read aloud\*\*** |
| **Respond**: Providing opportunities to use and practice  | Conclusion – options for adding a final ideaChecking in on purpose: Did we achieve what we set out to do?Setting up for some home learning/follow up(2 min) | I could leave my profile as it is, or I could finish it with a conclusion or ending to round it off. Do you have any ideas of what would sound good at the end of this paragraph? Here’s a few ideas I had ..**\*\* powerpoint\*\* slide 6 And say..**Sometimes at the end we simply repeat the idea contained in the topic sentence in a different way. This makes the profile sound finished.*Parris really is a successful choreographer.*Sometimes we add our personal opinion *I admire the attitude and the success of Parris.*or we could finish with a question..encouraging futher thinking or writing. Would you like a career as a choreographer?**\*\* Presenter\*\***Which idea did you like best? Which idea would you have used if it was your writing? (pause)What a great job today. Let’s check on what we’ve learned: **\*\* Go to powerpoint\*\*Slide 4**We’ve learnt about Parris Goebel, and how the world of dance took her to world wide fame. We’ve taken some notes of information to trigger our memory. And, we’ve written a profile using a paragraph with a topic sentence and supporting detail. It makes sense and is clear to read. Great work**\*\* Presenter\*\***You could do this too. Why not write your own profile of Parris or another person you admire. I’m sure you could follow the same ideas and processes I used when you do your own writing.Remember those parts of a paragraph you could include: * A topic sentence to show what the papragraph is about
* Some details
* A sentence to finish of either by repeating the point of the paragraph or adding an opinion

You might share your with your friends to inspire them to watch Parris’ dancing and learn about her . Perhaps your profile could be put in your school newsletter. Don’t forget to read your writing to your whānau. They will be very proud of what you can do!presenters ending/ Good bye.. **adlib** |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Debrief prompts student’s reflection on learning outcomes and process**Guide whānau**Includes opportunity to share learning or learn together with whanau, HLTV or others* * *Reiterates the task if done outside of the lesson*
* *Introduces ‘independent learning’ through a provocation*
 | Don’t forget to read your writing to your whānau. They will be very proud of what you can do!Perhaps you can write a paragraph with your whānau too. Is there a person you all particularly admire? Is there a career you all want to learn more about? You might be able to look online or go to the library to do some research first.Practice writing the topic sentence which tells us the main point of the paragraph. |

Video text from 5:50:

It came to me oh my gosh what if I do a modern spin of a pulatasi.. I see and my mum was like, that’s a beautiful idea. (pause) Growing up I’d always have to perform a Siva at our families’ wedding. It was for my sisters so we’d always perform the Samoa Siva And that’s always been really really special for me because I love dance and it’s amazing to be able to express myself in my traditional siva as well. I personally think it’s really beautiful and everytime I see a siva I just feel connected. It just makes me so proud to be Samoan. (pause) I think a lot of us don’t think what brought us here and the reason why we’re here and who had to make those really tough decisions in order for us to have a great life. I’m so grateful to be brought up here *(in Aotearoa)* to be raised here and have opportunities and just something as simple as having a house, having food, having clothing. I’m really grateful for the decisions my ancestors have made and even when I went to Samoa my Aunty was showing us the roads that my nana would have to walk every day to go to school. and just something like that, it sounds so simple you know they have to walk miles just to get to school and probably in bare feet as well, but you know us we just get in the car and drive that was my memories of going to school just getting in the car and driving to school. (Dance images) You know what’s interesting is I get so busy and I have so many projects so a lot of times I don’t get to reflect on the kind of impact I’m making. so it’s usually not until we have like an event that it makes me realise ‘wow like I’m actually making a difference.’ So exciting we are huge fans of Parris she’s just like our inspiration and being from the same.. as her classes it’s something like we will never forget. I always do things with great intention, I don’t just do things I always have a purpose (pause) and for me for a lot of times I’m conscious of who is watching so I automatically feel this responsibility to make change in what I feel is lacking and I think OK I’m in a position to make a difference so I need to do all that I can to change the future of our next generation and it just inspires you to keep going.