

# SCHOOLS PROGRAM

GERMAN HERITAGE &  
IDENTITY



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September 2020

Dear Teacher(s):

The K-W Oktoberfest Schools Committee is proud to present the “**K-W Oktoberfest Schools Program: German Heritage and Identity**”. This Education Program Package and the half day Schools Program Event available to Grade 6 classes are meant to provide a meaningful way to connect Kitchener-Waterloo Oktoberfest and the German culture to the classroom.

The education package is structured as a grade 6 cross-curricular unit plan consisting of activities that can be used individually or as a unit with an engaging summative assignment. It includes aspects of Language Arts, Visual Art, Music, Dance and Social Studies. As an educator, you know the importance and value of providing real-world, relatable activities for your students, and we hope you take advantage of this resource we have provided.

At the end of the Education Program Package, you will find the K-W Oktoberfest Schools Program **Scavenger Hunt** which covers some of the facts the students learn at the event and which can also be found by browsing the Kitchener-Waterloo Oktoberfest website and researching other German history resources.

We truly hope you enjoy this unique learning experience with your students. ***Oktoberfest ist wunderbar!***

With sincerest thanks,

K-W OKTOBERFEST INC.



Alfred Lowrick  
Executive Director

# K-W Oktoberfest Schools Program: German Heritage and Identity

## GRADE 6 UNIT PLAN OVERVIEW

Activity	Duration	Expectations	Synopsis
<b>LANGUAGE ARTS</b>			
Story of Oktoberfest	40 min	Reading: 1.1, 2.1, 2.4	Students read the story of the first Oktoberfest, answer comprehension questions, and make connections to other works of fiction.
Paragraph Writing: Developing and Organizing Content	40 min x 2	Writing: 1.2, 1.5, 2.8, 4.1	Students work through the drafting and revision process to produce a piece of quality writing based on multiculturalism.
Advertising	40 min	Media Literacy: 1.1, 1.2	Students examine various advertisements and must identify the purpose and audience, as well as make connections to themselves, the world, and other texts.
<b>SOCIAL STUDIES*</b>			
Immigration and Multiculturalism	40 min x 2 plus extension	A1, A1.1, A2.2, A3.1, A3.3, A3.4	Students will learn about German immigration to Waterloo Region and will discover any history of immigration in their own families, connecting Canada to other areas of the world.
<b>THE ARTS</b>			
Visual Arts	40 min x 2	D1., D3., D1.4, D3.1	Students will construct a maypole, as well as other Bavarian accessories, using various relevant mediums that allow artistic exploration and investigation.
Dance	40 min	Dance: A1., A3., A1.1, A1.4 Health and PE: A1., A1.1, A1.2, B1.1, B1.2	Students will create and learn an authentic Bavarian dance, which includes a maypole dance, while integrating specific dance steps to work towards a performance.
Music	40 min	C1., C3., C1.1, C3.1, C3.2	Students will learn the song "Edelweiss" while exploring the song's cultural meaning and how the media has affected the song's place in society. They will learn

			about music appreciation and performance.
<b>CULMINATING ACTIVITY</b>			
Oktoberfest Media Assignment	40 min x 3	<p>Social Studies: A1, A1.2, A3.2, A3.3</p> <p>Language Arts (Media): 3.2, 3.4</p>	<p>Students will create an advertisement through either a poster, a commercial, or radio advertisement trying to persuade students in their school to attend Kitchener-Waterloo Oktoberfest festivities. They choose up to three events on which to focus and must use skills and knowledge they have acquired in the unit (e.g., knowledge of the festival, Germany, Waterloo Region, tourism, media and advertising skills, etc.). They will then reflect on their advertisement and how it demonstrates the influence of international celebrations and cultures on Canadians and Canadian society.</p>

## ARTS LESSON: Visual Arts

<b>Arts: Visual Art</b> <b>Making a Maypole (Maibaum) – 40 minutes x 2</b>	
<b>Lesson Synopsis</b>	Students will construct a maypole, as well as, other Bavarian accessories, using various relevant mediums that allow artistic exploration and investigation.
<b>Curriculum Expectations</b>	<p><b>Overall:</b>  <i>Creating and Presenting</i>            Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies  <i>Exploring Forms and Cultural Contexts:</i>            Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their socio-cultural and historical contexts</p> <p><b>Specific:</b>  <b>D1.4</b> use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges            - painting: <i>use a variety of paint techniques [e.g., blending, scumbling, glazing] in a mural of a landscape or cityscape incorporating stylistic elements from contemporary pop culture</i>            - printmaking: <i>cut and gouge a variety of lines and marks to enhance the background and negative spaces in a softoleum, linoleum, or block print</i>  <b>D3.1</b> identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places</p>
<b>Material and Resources</b>	<ol style="list-style-type: none"> <li>Shield/Coat of Arms Template:  <a href="http://heraldry.ca/content/kids_shield.php">http://heraldry.ca/content/kids_shield.php</a></li> <li>19/16-inch-diameter wooden pole cut to a length of 10 feet (or a carpet tube – see your nearest flooring store) and a heavy base, such as a Christmas tree stand.</li> <li>Six (or more depending on number of students) 10-yard rolls of, 1 1/2-inch-wide satin ribbon</li> <li>Scissors</li> <li>Staple gun or quick setting glue</li> <li>Decorations that evoke nature/harvest - garlands, leaves, flowers, etc.</li> <li>Card stock/heavy paper</li> <li>Variety of mediums (pastels, paints, watercolours, charcoal <i>softoleum, linoleum, or block print</i>)</li> <li>Lino cutters (if applicable)</li> </ol>
<b>Important Terminology</b>	In German the word for Maypole is <i>Maibaum</i> (Mai= May and baum=tree)
<b>Background Knowledge</b>	<p>A maypole is a tall wooden pole erected as a part of various European folk festivals, particularly on May Day (May 1<sup>st</sup>) or the beginning of the Harvest season (start of October). In Germany and Austria the maypole or <i>Maibaum</i> is a tradition going back to the 16th century. This tradition is especially strong in the villages of the Bavarian Alps where the raising of the traditional maypole in the village square is a cause for much celebration.</p> <p>The pole is usually painted in the Bavarian colours of white and blue and decorated with emblems depicting local crafts and industry. Just before the <i>Maibaum</i> is erected, depending on the region, there may be a procession through the village, usually ending up at a central place/town square and usually watched by crowds of spectators and accompanied by a brass band. The event is usually followed by a May dance or <i>Tanz in den Mai</i>.</p> <p>Depending on local custom, the <i>Maibaum</i> may remain in place until end of the month and is then taken down, decorations removed and the trunk stored until the following year. In many parts of Bavaria it remains in place all year round.</p> <p><a href="https://en.wikipedia.org/wiki/Maypole">https://en.wikipedia.org/wiki/Maypole</a></p>

	<p>VIDEOS: Raising of the Maypole, dancing and music: <a href="http://www.youtube.com/watch?v=g5M-4a_7uR0">http://www.youtube.com/watch?v=g5M-4a_7uR0</a></p> <p>Felling of the tree and raising of the Maypole, preparing decorations(2.5 tonne, 35 meter tall tree): <a href="http://www.youtube.com/watch?v=RclqghUnDak">http://www.youtube.com/watch?v=RclqghUnDak</a></p> <p>Maypole dancing (Maibaum tanz) is a form of folk dance from western Europe, especially England, Basque Country, Sweden, Galicia, Portugal and Germany. There are two distinctive traditions of maypole dancing the circle dance and the ribbon dance:</p> <p><i>Circle Dance:</i> Dancers perform circle dances around a tall pole which is decorated with garlands, painted stripes, flowers, flags and other emblems</p> <p><i>Ribbon Dance:</i> Dancers gather in a circle, each holding a coloured ribbon attached to a much smaller pole. As the dance commences the ribbons are intertwined and plaited either onto the pole itself or into a web around the pole. The dancers may then retrace their steps exactly in order to unravel the ribbons.</p>
<b>Motivator/ Hook</b>	Classroom teacher can read the Oktoberfest Story aloud to the class.
<b>Lesson Overview</b>	<p><b>HELPFUL HINT:</b> for this art project it may be helpful to have the Maypole already assembled before the start of the lesson and have the students concentrate on the visual arts aspect of the project.</p> <p>Part 1: Photocopy the shield template onto card stock. Have each student make a shield that symbolizes spring, a re-birth, or the harvest season. Notes: - Have the students use a layering technique that incorporates printmaking and drawing. - Students can etch and carve the background of their shields into Styrofoam or lino blocks. This helps the students to think and re-think about positive and negative space as well as the idea of block painting. - Over top of their dried background the students can add foreground objects as another way to block paint/print, or they can try their hand at the technique of colour resist using water colours or wax crayons and paint. - The outcome is a one of a kind work of art that deals with many of the basic design elements such as line, space (positive and negative) form, and colour. - In the end these shields will be decorating the Maypole</p> <p>Part 2: Students will be working with the concepts of texture and balance in this lesson. A traditional Maypole is decorated with foliage and natural objects. The students can use a combination of real and man-made objects to help decorate and 'authenticate' your Maypole.</p> <p>Texture is all around us in nature. The Edelweiss (<i>edel= noble/wise and weiss=white</i>) flower can be seen in and around Bavaria and the Alpine regions from jewelry, to clothing, baked goods, even the 2 cent Euro coin has this hallmark.</p> <p>Here are some ideas on how the students can experiment with texture, size and balance while making Edelweiss and other Bavarian and Alpine flowers:</p> <p>Edelweiss Paper Bag Flowers (use white paper bags)</p> <ol style="list-style-type: none"> <li>1. Fold the bottom of a bag in on itself. Cut above the lower fold, removing the bag's bottom. Trim the top into a petal shape.</li> <li>2. Punch a hole about 1/4 inch from the bottom. Repeat process with five more bags. Apply double-sided tape or glue to the front edges of a bag. Place another bag on top, and repeat to stack all of the bags. Draw a length of string through the hole in the stack; knot it loosely</li> </ol>

	<ol style="list-style-type: none"> <li>3. Pull the top and bottom bags around to form a flower shape and join the end petals with double-sided tape.</li> <li>4. Suspend your completed paper bag flowers by the string. Source: <a href="http://www.marthastewart.com/271365/paper-bag-flowers">http://www.marthastewart.com/271365/paper-bag-flowers</a></li> </ol> <p><i>Cupcake-Paper 'Mountain Everlasting' / Ewigeberg (ewig=everlasting, berg=mountain)</i> Use up to a dozen cupcake liners for each flower.</p> <ol style="list-style-type: none"> <li>1. Separate and set out liners.</li> <li>2. Fold them in half.</li> <li>3. Nest folded liners inside one another. (If using a variety of sizes, stack from largest to smallest.) Poke a hole in the center near the folds.</li> <li>4. Send the stem of a mini butterfly pin through the hole. Pierce an unfolded cup with the pin. Spread pin to secure. Fan out liners to create ruffles.</li> <li>5. Rotate each folded liner about a quarter turn, and overlap each one with the next until you've formed a flower shape.</li> </ol> <p><i>Blue Tissue Paper Cornflowers and Purple Alpine violets (veilchen=violet)</i></p> <ol style="list-style-type: none"> <li>1. Layer pieces of tissue paper together</li> <li>2. Accordion fold them together and round off the edges with a pair of scissors</li> <li>3. Pinch the middle with a pipe cleaner</li> <li>4. Fan out each side and pull apart the layers-the more you pull and 'fluff' the more textured your flower will become.</li> </ol>
<b>Assessments</b>	See attached rubrics
<b>Accommodations/Modifications</b>	<p>Accommodations can be made to the types of techniques being used as well as the mediums being presented. (i.e. recycled erasers can be used for printmaking, tips of pens can be used to etch and carve with).</p> <p>Students can take apart store bought flowers, leaves and garlands to create collages or to use as a drawing/painting medium</p>

## Examples of Maypole Shields



maypole-bavaria-may-festival photo courtesy of Pixabay

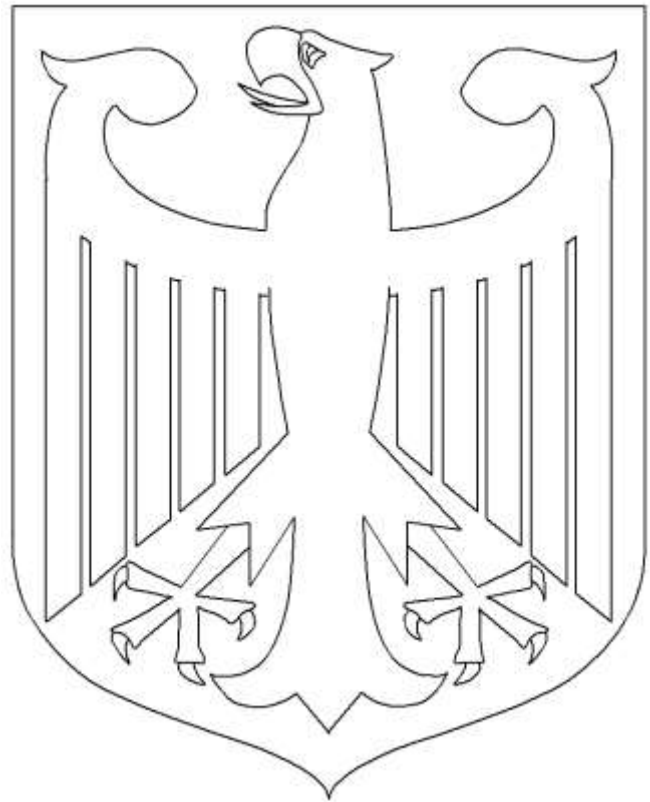


Maypole beside the Kitchener-Waterloo Oktoberfest office in Kitchener, Ontario. Courtesy of Heidi Löwrick



## German/Bavarian Templates:

German Coat of Arms Image from  
<https://www.coloringpagebook.com/coat-of-arms-germany-coloring-pages/#sthash.BeQv5wUw.qjtu>



Edelweiss Flower Images from:



[http://www.coloringpagesforadult.com/coloring\\_pages/dettagli\\_flowers.php?id=1230](http://www.coloringpagesforadult.com/coloring_pages/dettagli_flowers.php?id=1230)

# Paper Bag Edelweiss



## Step 1

Fold the bottom of a bag in on itself. Cut above the lower fold, removing the bag's bottom. Trim the top into a petal shape.



## Step 2

Punch a hole about 1/4 inch from the bottom. Repeat process with five more bags. Apply double-sided tape to the front edges of a bag. Place another bag on top, and repeat to stack all of the bags. Draw a length of string through the hole in the stack; knot it loosely.



## Step 3

Pull the top and bottom bags around to form a flower shape and join the end petals with double-sided tape.



## Step 4

Suspend your completed paper bag flowers by string.

## Creative Arts Rubric

Category	Level 1	Level 2	Level 3	Level 4
<b>Explores and Develops Ideas</b>	Seldom explores and contributes ideas or develops ideas beyond beginning stage	Occasionally explores or contributes ideas, though has some difficulty developing ideas beyond beginning stage.	Often explores or contributes ideas and can develop an idea beyond beginning stage.	Consistently explores or contributes ideas and expands on the original idea in innovative ways.
<b>Demonstrates Skillful Technique or Use of Media</b>	Applies few of the skills, concepts, and techniques taught	Applies some of the skills, concepts, and techniques taught	Applies most of the skills, concepts, and techniques taught	Applies all (or almost all) of the skills, concepts, and techniques taught
<b>Demonstrates Problem-solving Abilities</b>	Shows limited effectiveness when solving problems. Always relies on others to solve problems.	Shows some effectiveness when solving problems. Has difficulty solving many problems.	Shows considerable effectiveness when solving problems. Occasionally provides solutions.	Consistently demonstrates effective problem-solving abilities. Provides a range of alternatives or innovative solutions.
<b>Organizational Ability</b>	Does not attempt to be organized and needs constant reminding and guidance.	Attempts to be organized periodically.	Usually organized and demonstrates some degree of organizational ability.	Demonstrates a high degree of organizational ability.
<b>Works Co-operatively to Achieve Group Aims</b>	Disrupts or does not contribute to group process.	Rarely contributes ideas or solutions to the group process.	Contributes some ideas and works co-operatively with others on most occasions.	Demonstrates consistent leadership ability and uses mediation skills as needed.
<b>Uses Reflective Thinking</b>	Does not demonstrate reflective thinking when engaged in the creative process.	Rarely uses reflective thinking when engaged in the creative process.	Sometimes uses reflective thinking when engaged in the creative process.	Always uses reflective thinking when engaged in the creative process.

### Comments:

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## ARTS LESSON: Dance

Arts: Dance 40 minutes x 2 or 3	
<b>Lesson Synopsis</b>	Students will create and learn an authentic Bavarian dance, which includes a maypole, while integrating specific dance steps to work towards a performance.
<b>Curriculum Expectations</b>	<p><b>Overall:</b>  <i>Dance:</i>            A1. Creating and Presenting: apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas;            A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their socio-cultural and historical contexts.  <i>Health and PE:</i>            A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;</p> <p><b>Specific:</b>  <i>Dance:</i>            A1.1 incorporate the use of props and materials (e.g., fabric, chairs, hats, hula hoops, balls, sticks) into dance pieces they create (e.g., use fabric as a shawl or an extension of an arm gesture or the movement of a ship's sail; use a stretchy fabric body bag to create abstract shapes; use an artefact like a garbage can to explore rhythm and body movement)            A1.4 combine the elements of dance in different ways to communicate a variety of ideas  <i>Health and PE:</i>            A1.1 actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others)            A1.2 demonstrates an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities.            B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance            B1.2 perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment</p>
<b>Material and Resources</b>	<p>1. Maypole (<i>Maibaum</i>)  <a href="http://www.marthastewart.com/269203/making-the-pole">http://www.marthastewart.com/269203/making-the-pole</a>  <a href="https://www.youtube.com/watch?v=OXAlBpoPB5A">https://www.youtube.com/watch?v=OXAlBpoPB5A</a></p> <p>2. Music- 'Bandltanz' <a href="https://www.youtube.com/watch?v=Jk1dgC7oqWU">https://www.youtube.com/watch?v=Jk1dgC7oqWU</a> or <a href="https://www.youtube.com/watch?v=oegjpunkaQM">https://www.youtube.com/watch?v=oegjpunkaQM</a>            Youtube Clip of Maypole Dance performed by young children:  <a href="http://www.youtube.com/watch?v=CqjfwToRI28">http://www.youtube.com/watch?v=CqjfwToRI28</a></p> <p>3. Background information of the Maypoles of Germany and Austria</p> <p>A maypole is a tall wooden pole erected as a part of various European folk festivals, particularly on May Day (May 1<sup>st</sup>) or the beginning of the Harvest season (start of October). In Germany and Austria the maypole or <i>Maibaum</i> is a tradition going back to the 16th century. This tradition is especially strong in the villages of the Bavarian Alps where the raising of the traditional maypole in the village square is a cause for much celebration.</p>

	<p>The pole is usually painted in the Bavarian colours of white and blue and decorated with emblems depicting local crafts and industry. Just before the <i>Maibaum</i> is erected, depending on the region, there may be a procession through the village, usually ending up at a central place/town square and usually watched by crowds of spectators and accompanied by a brass band. The event is usually followed by a May dance or <i>Tanz in den Mai</i>.</p> <p>Depending on local custom, the <i>Maibaum</i> may remain in place until end of the month and is then taken down, decorations removed and the trunk stored until the following year. In many parts of Bavaria it remains in place all year round.</p> <p><a href="https://en.wikipedia.org/wiki/Maypole">https://en.wikipedia.org/wiki/Maypole</a></p>
<p><b>Important Terminology</b></p>	<p><math>\frac{3}{4}</math> time-what does this sound like, how do you keep the beat, etc.  Waltz step – 1-2-3, 1-2-3, etc. (moving side to side, stepping up on your toes for the 2<sup>nd</sup> beat)  Grapevine- step-behind-step-touch/kick  Step-touch- moving side to side or front to back  Weaving- using the ribbons of the Maypole to weave or braid together (the dancer is an extension of the ribbon he/she holds)</p>
<p><b>Background Knowledge</b></p>	<p>Here it is important to think about building upon the students’ prior knowledge. The reflective practitioner needs to ask the questions; have the students been exposed to dance before? Have they been introduced to <math>\frac{3}{4}</math> time and can they keep the beat? Have they been introduced to the basic dance steps mentioned above?</p> <p>As well it is important to introduce this dance lesson after a lesson on what a Maypole is and the cultural significance of it as it pertains to the German province of Bavaria, the harvest festival of Oktoberfest, and the idea of a ‘rebirth’ in spring, in this case, in the month of May. (See information and link in Material and Resources section.) This gives the students an opportunity to reflect back on what they have learned of these topics while they are being exposed to the dance and dance steps*.</p>
<p><b>Lesson Overview</b></p>	<p><b>* Dance steps can be found in the lesson plan here OR for simpler steps, on the pages following the rubrics – “Dances Demonstrated at the Schools Program Event”.</b></p> <p><u>Lesson One: Setting the Stage</u>  2-4 min: Play the music for the students-have them pay attention to the beat and use patting on knees or tapping of feet to keep the beat while they listen.</p> <p>15-20min: Walk through the individual dance steps with the students (the grapevine, step-touch, and the waltz step). Once students have practiced the steps play the music so they can practice to the beat.</p> <p>15-20min: Practice weaving/braiding with the ribbons on the Maypole. Order the students 1-2-1-2-1-2-1-2 etc. around the pole; 1’s getting one colour ribbon and 2’s the other colour. Have the 2’s step into the middle of the circle with their ribbons and face clockwise-the 1’s will move on the outside of the circle facing counterclockwise. Weaving begins with the 2’s going under the 1’s ribbon then going over the next 1’s ribbon-continuing in the this pattern will result in a braid happening at the top of the pole. To undo the braid have the students ‘unwind’ the ribbon in the opposite direction. HELPFUL HINT: a) this dance is done with an even number of dancers; b) one or two students may have to hold the base or the pole steady as it may shift during the dance.</p> <p>With time remaining begin to teach the Maypole dance-this will be the majority of the second lesson:</p> <p>Maypole Dance Instructions:  - All students begin around the Maypole facing in (paired 1-2-1-2 etc.)  - Beginning 8 beats partners bow to each other then turn around to bow to the person behind them-then come back to face original partner.  - REPEAT 4 TIMES- Grapevine: 2’s going into the middle starting right first-left back-right and kick, 1’s going outwards first starting right first, left back, right and kick. Then come together holding hands (right arms extended towards pole, left tucked in towards shoulders) doing step-touch around in a circle for 4 beats clockwise.</p>

	<ul style="list-style-type: none"> <li>- All face in towards pole- 1's have 4 beats to step-touch into middle-pick up their ribbon and step-touch backwards out for 4 beats. 2's will follow doing the same step.</li> <li>- Swing with the ribbons: standing in one spot doing a waltz step 2's with swing ribbons right, left, right all the way around (1's swinging left, right, left all the way around) then they will switch directions to untwist their ribbon</li> <li>- Weaving and waltzing <u>32 BEATS</u>: 2's will start going under their partners ribbon moving on the inside circle clockwise, 1's moving over their 2 counter clockwise on the outside circle all the while doing a waltz step. Remembering that every 3<sup>rd</sup> beat they change their movement (i.e. 1-2-3 up, 1-2-3 down)</li> <li>- Drop ribbons: repeating step B again this time dropping their ribbons</li> <li>- Repeating step A (total of 2 times)</li> <li>- Finish: all hold hands and waltz (or march starting with inside foot first) around the Maypole and finish with all bowing into the middle.</li> </ul> <p>Lesson Two: Core Learning Activity 40min: practice the entire dance (2min) at least twice then have the students break off into their own groups to design their own dances using all of the steps learned above. They become their own choreographers. Ribbons that are not used can be knotted against the pole. HELPFUL HINTS: students can use their own music but enforce that it need be in ¾ time and traditional in nature</p> <p>Lesson Three: Consolidation/Debriefing with Students 40min: have students perform their group dances for their peers (encourage students to offer constructive criticism after each group has performed-using the 3 stars and 1 wish method) <i>Teacher prompt: "can we offer the group 3 stars-3 things that they did well or we liked about their performance....now can we offer the group 1 wish, something that they can improve on or that we would of liked to see happen"</i></p>
<b>Assessments</b>	Rubric for Folk Dance
<b>Accommodations/Modifications</b>	Students with a background knowledge in dance can add other dance steps into their performances or can choose music that is 4/4 time but still traditional in nature. Dance steps can be modified for students of all ages and abilities.

## Rubric For Folk Dance

Category	Level 1	Level 2	Level 3	Level 4
<b>Formation</b>	Student is not clear about the dance formation.	Student requires some assistance from teacher while getting into position.	Student gets into position for the dance with little assistance from the teacher.	Student demonstrates clearly the correct dance formation and helps others with only an occasional hint from the teacher.
<b>Sequence of Steps</b>	Student seems lost or demonstrates incorrect dance steps.	Student can follow portions of the dance with frequent cues provided by the teacher.	Student can follow most of the dance sequence with some guided help from others.	Student is in a leading role and clearly demonstrates the correct dance sequence.
<b>Beat</b>	Movements and the beat of the music are out of step or not synchronized.	Student beat is inconsistent and it fluctuates at times.	Demonstrates the beat most times and is able to maintain it in the dance.	Student clearly maintains the beat in their dance and consistently maintains it throughout the dance.
<b>Creating and Presenting</b>	Student is not able to articulate examples of his/her strength and areas of growth as a choreographer and audience member	Student is progressing towards identifying and giving examples of his/her strengths and areas for growth as a choreographer and audience member	Student identifies and give examples of his/her strengths and areas for growth as a choreographer and audience member	Student clearly articulates examples of his/her strengths and areas for growth as a choreographer and audience member
<b>Work Ethic</b>	Shows little or no enthusiasm for dance. Does not focus and follow instruction. Is easily distracted.	Student will participate in dance. Frequent reminders are needed to maintain their focus on the dance.	Approaches dance with a positive attitude. Can stay focused and follows instruction fairly well.	Student is totally motivated to participate in dance. Is always focused and on task. In fact, encourages others to remain on task.

### Comments:

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## Dances Demonstrated at the Schools Program Event

### Maypole Dance (Bandltanz)

**Music:** *Bandltanz* – Franzl Obermeier und seine Blasmusik (iTunes)

**Suggested Video for Music Only:** <https://www.youtube.com/watch?v=Dpt1-JKiSHo>

**Preparation:** use even number of ribbons of two colours, such as, white and blue (Bavarian colours)

**Instructions:** Dancers hold ribbons, standing beside a partner, the one with a white ribbon on the left, the other with a blue ribbon on the right, facing the pole. The ribbons are to be held taut, but not pulling tightly on the pole. One or two students are required to hold the pole while the others dance around it.

**1 Count = 3 beats, as in a waltz. Think 1, 2, 3, 1, 2, 3,...**

**Henceforth, the ribbon holders will be called by just their ribbon colour.**

*4 counts:* Introduction - swing body while holding their ribbon, facing the maypole

*8 counts:* partners hold own ribbons in left hands and walk counter-clockwise in a circle,

*8 counts:* (**switch hands**) partners turn and walk back, clockwise,

*8 counts:* **white** ribbons, take four steps into the pole and four steps out; **blue** ribbons sway back and forth

*8 counts:* **blue** ribbons take four steps into the pole and four steps out; **white** ribbons sway back and forth

*8 counts:* partners, standing beside each other, swing their ribbons into each other, with the ribbons in the outside hands, while swinging their outside feet in the same direction (If they swing the ribbon in their right hands, then their right foot swings to their partner at the same time...)

*8 counts:* facing the pole, **blue** ribbons take a small step out to form an outside circle, placing their ribbons in their right hands, and the partners with the **white** ribbons take a small step in towards the pole, placing their ribbons in their left hands, all the while swing their ribbons to the counts.

*32 counts:* **The Gypsy Tent:**

The **blue** ribbons, holding their ribbons high, dance a circle around their **white** ribbon partner beginning from behind to the left, under the white ribbons, and all the way around. This should take **eight counts**. They then proceed to the next white ribbon, moving clockwise, and do the same thing with the next partner for another eight counts. Each time, the ribbon will twist. They should twist with four partners and then stop by the last partner for the next movement.

*8 counts:* the new partners swing their ribbons into each other while swinging the same side feet in the same direction

*8 counts:* partners swing their ribbons to the partner on the other side of them, while swinging their feet in that direction

*8 counts:* all lift their ribbons and twirl themselves for four counts, to the right. Then reverse the twist, still holding their ribbon high

*8 counts:* prepare the double circle again so that the blue ribbons can reverse their movements



*32 counts:* Reverse the Gypsy Tent: Blue ribbons dance around the white ribbons to unwind and moving to the right, counterclockwise, to four partners.

*To end:* Ribbons can be dropped and the partners can swing

Hint: Or, you can keep it simple and just follow the 32 count Gypsy Tent and then reverse it.

**This movement is the most popular one when dancing around a maypole.**

### **The Grand Chain:**

A beautiful triangular pattern forms around the pole when dancing The Grand Chain. Begin the same way as in the instructions for the Gypsy Weave.

**1 Count = 3 beats, as in a waltz. Think 1, 2, 3, 1, 2, 3,...**

**Henceforth, the ribbon holders will be called by just their ribbon colour.**

*4 counts:* Introduction - swing body while holding their ribbon, facing the maypole

*8 counts:* partners hold own ribbons in left hands and walk counter-clockwise in a circle,

*8 counts:* (**switch hands**) partners turn and walk back, clockwise,

*8 counts:* **white** ribbons, take four steps into the pole and four steps out; **blue** ribbons sway back and forth

*8 counts:* **blue** ribbons take four steps into the pole and four steps out; **white** ribbons sway back and forth

### **Setting up for the Grand Chain:**

*8 counts:* Partners of opposite colour face each other; white ribbon facing and ready to dance counter-clockwise, blue ribbon facing and ready to dance clockwise; the white ribbon is to the left of the blue partner.

### **Grand Chain:**

Once the music continues, the partners step almost towards each other, blue ribbons lift their ribbons over their partner from the outside of the circle, while the white ribbons lower their ribbons and step under the blue ribbon on the inside, passing with their right shoulders for 4 counts. All dancers continue moving their same direction, but in the next 4 counts, white ribbons are on the outside lifting their ribbons over the next blue partner, and the blues are lowering their ribbons while dancing on the inside, passing with their left shoulders.

In rehearsal, calling out "blues up" and the "whites up" every 4 counts, helps them to remember where they are in the dance. This pattern continues until a woven pattern emerges at the top of the pole. It is important not to pull the ribbons too tightly, just keep them taut. The students will realize soon enough that they are slowly moving towards the pole because their ribbons are getting shorter.

Spacing of their bodies is also important. All steps should be relatively the same size so that no one moves further than needed and becomes confused.

If there is time, and all went well, then reverse the movements to unweave the plaited ribbons as the music continues.

## Hochzeits Tanz (Wedding Dance)

**Suggested Video for Music :** <https://www.youtube.com/watch?v=fviA2NATDpE>  
(Die Zillertaler & Die Jungen Zillertaler - Zillertaler Hochzeitsmarsch)

*16 beats x 2:* Intro (clapping hands) or shuffle with partner to the right 8 counts, to the left 8 counts, shouting "hey" and lifting hands in the air on the eighth beat of each section. Do this series of movements twice.)

*16 beats x 2:* shuffle (same as above)

*16 beats x 2:* swing or polka with partner, switching direction halfway, if swinging

*16 beats x 2:* shuffle

*16 beats x 2:* two-handed swing with wring the dishrag

*16 beats x 2:* swing or polka

*16 beats x 2:* shuffle

*16 beats x 2:* swing or polka

*16 beats x 2:* shuffle

## Additional Video Examples of Traditional German Music and Dances

*Maypole Dance (Bandltanz):*

<http://www.youtube.com/watch?v=jk1dgC7oqWU&list=PL56890DB558D693C0>

*World Record Maypole Dance with 8 Maypoles:*

<http://www.youtube.com/watch?v=dS8B7fb8QAw>

*Maypole Dance with Grand Chain and Gypsy Weave:*

<http://www.youtube.com/watch?v=ePba9WxdUdQ>

*German National Oktoberfest Dance in Munich (Flying Dance):*

<http://www.youtube.com/watch?v=AowK8TCk-0o>

*Pramtaler Plattler (Schuhplattler):*

[https://www.youtube.com/watch?v=EY-ry\\_b510I](https://www.youtube.com/watch?v=EY-ry_b510I)

*Polka Music (Anneliese, Liechtensteiner Polka, Schützenliedl):*

<http://www.youtube.com/watch?v=KrmKW7-cAjQ>

*Polka Music (Express Band – Bergvagabunden)* Includes some yodelling.

<http://www.youtube.com/watch?v=loFnG2ypqvI>

More yodelling. (Yodelling - Franzl Lang)

<https://www.youtube.com/watch?v=vQhqikWnQCU>

## ARTS LESSON: Music

Arts: Music 40 minutes	
<b>Lesson Synopsis</b>	Students will learn the song “Edelweiss” while exploring the song’s cultural meaning and how the media has affected the song’s place in society. They will learn about music appreciation and performance.
<b>Curriculum Expectations</b>	<p><b>Overall:</b> C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music; C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their socio-cultural and historical contexts.</p> <p><b>Specific:</b> C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods C3.1 identify and describe ways in which awareness or appreciation of music is affected by culture and the media C3.2 compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period</p>
<b>Material and Resources</b>	<ol style="list-style-type: none"> <li>1. Edelweiss sheet music - <a href="http://www.musicnotes.com/sheetmusic/mtdFPE.asp?ppn=MN0104321">http://www.musicnotes.com/sheetmusic/mtdFPE.asp?ppn=MN0104321</a></li> <li>2. Edelweiss Lyrics (attached)</li> <li>3. Edelweiss Youtube Video: <a href="https://www.youtube.com/watch?v=mMuTDdWXbNo">https://www.youtube.com/watch?v=mMuTDdWXbNo</a></li> <li>3. Edelweiss soundtrack from the movie “The Sound of Music”, if available</li> <li>4. Optional: “The Sound of Music” movie (to show students the song clip)</li> </ol>
<b>Important Terminology</b>	The edelweiss is a popular flower in Austria, usually found in the mountains, and was featured on the old 1 Schilling coin. It can also now be seen on the 2 cent Euro coin. The flower is protected in Austria and illegal to pick.
<b>Background Knowledge</b>	<p>“Edelweiss” is a show tune from the 1959 Rodgers and Hammerstein musical “<i>The Sound of Music</i>”. It is named after the edelweiss, a white flower found high in the Alps. The great popularity of the song has led many of its audience to believe that it is an Austrian folk song or even the official national anthem of Austria-however this is false. The writer Oscar Hammerstein and the composer Richard Rodgers studied a plethora of old Austrian and Bavarian folk songs –paying great attention to the songs harmonies, pitch, and durations in order to help write their now famous song.</p> <p>It is sung by the male protagonist in the film-Captain von Trapp- as a defiant statement of Austrian patriotism in the face of the pressure put upon him to join the navy of Nazi Germany.</p> <p><a href="https://en.wikipedia.org/wiki/Edelweiss_%28song%29">https://en.wikipedia.org/wiki/Edelweiss_%28song%29</a></p>
<b>Lesson Overview</b>	<p><b>Setting the Stage</b> Have students listen to the song first while looking at the lyrics/sheet music (or have the song played on the piano using the sheet music) Move through the song looking at the lyrics and talk about what they might mean-talk to the students about some of the history behind the song and have them begin inferring about the songs meaning.</p> <p><b>Core Learning Activity</b> Looking at the dynamics and harmony in the song- have the students look closely at the dynamics-is the song sung loudly or softly? Why? What would the difference be if the song was sung in another dynamic or with different harmonies? How does it sound if only males sing it? Only females? Etc.</p>

	<p>Looking at duration and meter- listen to the song again, and then listen to the song that was used for the Maypole dance; how are they different? How would you keep the beat?</p> <p>Singing in canon - divide the students into two initial groups and have them sing in canon. You can continue to split the groups-see if the canon works with as many as four groups. As the students what is needed by the singers/group in order to make this type of singing work? Have them problem solve to decide when the next group should come in. Does a canon still work when you have students that keep the beat and sing? Why might this be helpful?</p> <p>Consolidation/Debriefing with Students</p> <p>Optional: have the students watch the movie clip and ask them to pay attention to the harmonies of the singers and talk about what they saw as a class. The simple harmony in the movie clip may lead to some individuals wanting to try it out for themselves.</p>
<b>Assessments</b>	See attached rubric
<b>Follow-up/ Implications for Future Lessons/ Homework</b>	Students can take what they have learned about this song and create a dance to it. The song is composed as a waltz in 3/4 time (the waltz step is explained in the previous dance lesson).



Edelweiss, Edelweiss

Every morning you greet me

Small and white clean and bright

You look happy to meet me

Blossom of snow may you bloom and grow

Bloom and grow forever

Edelweiss, Edelweiss

Bless my homeland forever.



## Rubric For Singing

Category	Level 1	Level 2	Level 3	Level 4
<b>Melody, Pitch and Pitch Direction</b>	<p>Developing ability to sing in tune.</p> <p>Limited breath control.</p> <p>Pitch is uncertain.</p>	<p>Sings some simple songs mostly in tune.</p> <p>Developing breath control for typical patterns.</p> <p>Has difficulty with managing pitch control.</p>	<p>Sings simple songs easily and manages some more complex tunes some of the time.</p> <p>Has good breath control.</p> <p>Matches pitch with few errors.</p>	<p>Confidently sings in tune for most songs appropriate to student's level.</p> <p>Consistently demonstrates proper breath control and enhances phrasing.</p> <p>Matches pitch reliably.</p>
<b>Rhythm</b>	<p>Tempo/rhythm are uncertain and irregular.</p>	<p>Some regularity in tempo/rhythm, but sometimes misses.</p>	<p>Maintains consistent tempo/rhythm.</p>	<p>Maintains appropriate tempo/rhythm for given songs—can punctuate effectively and independently.</p>
<b>Dynamics</b>	<p>Dynamic level is often too loud, overpowering others, or so soft that the song cannot be heard.</p>	<p>Dynamic level varies inconsistently, but is developing towards appropriate levels.</p>	<p>Dynamics are consistent and generally appropriate and balanced within the ensemble.</p>	<p>Dynamics are appropriate for different aspects of the song. Reflects the notation and/or the director's intent.</p>
<b>Expression/Phrasing</b>	<p>Monotonic or inappropriate expression mars performance.</p>	<p>Expression is sometimes appropriate, but may be inconsistent.</p>	<p>Expression is generally appropriate to the song being sung.</p>	<p>Expression enhances performance by adding appropriate depth and emotional range.</p>
<b>Focus</b>	<p>Does not show sensitivity to conductor's changes.</p> <p>Ignores direction.</p>	<p>Occasionally hits appropriate change or responds sometimes to direction given by conductor.</p>	<p>Developing sensitivity to changes and responds to direction given by conductor.</p>	<p>Has a confident command of changes and responds sensitively to direction given by conductor.</p>

**Comments:**

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**Media Assignment Rubric**

Category	Level 1	Level 2	Level 3	Level 4
<b>Advertisement</b> <i>Student creates a media text appropriate for the event(s) chosen and the audience for which it is intended</i>	Student creates media text with limited effectiveness.	Student creates media text with some effectiveness.	Student creates media text with considerable effectiveness.	Student creates media text with a high degree of effectiveness.
<b>Knowledge and Understanding</b> <i>Generates ideas and uses most appropriate ideas for assigned topic.</i>	Student has a limited understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community	Student has some understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community	Student has a considerable understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community	Student has an excellent understanding of: - form/type of media texts - target audience - the effect of multiculturalism on the community
<b>Thinking</b> <i>Student produced brainstorming ideas, first draft, and final draft writings.</i>	Students can organize ideas with a limited degree of effectiveness.	Students can organize ideas with some effectiveness.	Students can organize ideas with considerable effectiveness.	Students can organize ideas with a high degree of effectiveness.
<b>Communication</b> <i>Student uses the appropriate form and style for communicating ideas.</i>	Student can express ideas and information with limited effectiveness.	Student can express ideas and information with some effectiveness.	Student can express ideas and information with considerable effectiveness.	Student can express ideas and information with a high degree of effectiveness.
<b>Application</b> <i>Student applies knowledge acquired in the unit to develop answers.</i>	Student applies previous knowledge with a limited degree of effectiveness.	Student applies previous knowledge with some effectiveness.	Student applies previous knowledge with a considerable degree of effectiveness.	Student applies previous knowledge with a high degree of effectiveness.

**Comments:**

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