

LESSON 3: MILANOVO KOLO

Grade-Level Outcomes

Primary Outcome

Dance & rhythms: Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)

Embedded Outcomes

Accepting feedback: Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)

Working with others: Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)

Lesson Objectives

The learner will:

- demonstrate rhythm identification using agility, coordination, and reaction time.
- perform Milanovo kolo individually in lines, small groups, and, ultimately, in a group circle holding hands.

Equipment and Materials

- Music for Milanovo kolo
- Music-playing device

Introduction

As I mentioned in our previous class, today we head for Serbia. What interesting facts did you find when you looked up Serbia? Who wants to show the video he or she found at home?

Teach students how to say “Hello” (Zdravo) and “Goodbye” (Vidimo se kasnije!) in Serbian.

Let’s dance!

Instructional Task: Beginning Steps to Milanovo Kolo

■ PRACTICE TASK

Formation: two lines facing front

Perform the dance sequence without music until students master the footwork.

Part 1

Start facing slightly to your right, right foot (RF) free:

- Count 1: Step with RF.
- Count 2: Hop with RF.
- Count 3: Step with LF.
- Count 4: Hop with LF.
- Count 5: Sidestep to the right with RF.
- Count 6: Step with LF, behind RF.

End with three small leaps in place (quick, quick, quick rhythm, or right, left, right).

The left foot is free to repeat sequence to the left. The right foot is free at the end of this sequence.

Refinement

Students will benefit from any of the cues until mastery.

Repeat to the left side, *starting with the right foot* crossing in front of the left foot.

Repeat to the right side, *starting with the left foot* crossing in front of the right foot.

Repeat to the left side, *starting with the right foot* crossing in front of the left foot.

This part is done pretty much in place. Students shouldn't travel. After the last set, students should end up facing the front for part 2 with the left foot free.

Extensions

- Start slow, and increase speed as students start to master the dance moves.
- Add music for part 1.

Student Choices/Differentiation

- Have students recite the cue (not while dancing):
 Right, hop, left, hop, side, behind, quick, quick, quick
 Left, hop, right, hop, side, behind, 1-2-3
- Let students watch a video of someone performing the steps to the dance.

What to Look For

- Students complete three steps or leaps in place so that they have the correct foot free to go to the other side (no taps in place).
- Students maintain control during the dance.
- Students remember the steps of the dance.
- Students transition cleanly from one part to the other.

Instructional Task: Part 2 of Dance**■ PRACTICE TASK**

Part 2: Schottische (three walks followed by one hop)

One set = walk, walk, walk, hop

With the right foot free, two sets forward, two sets backward:

Walk forward with RF, walk with LF.

Walk with RF, hop with RF.

Walk forward with LF, walk to RF, walk to LF, hop with LF.

Walk back with RF, walk to LF, walk to RF, hop with RF.

Walk back with LF, walk to RF, walk to LF, hop with LF.

Cue

Walk, walk, walk, hop

Walk, walk, walk, hop

Or

Right-2-3-hop, left-2-3-hop

Right-2-3-hop, left-2-3-hop

Or

Forward-2-3-hop, forward-2-3-hop

Back-2-3-hop, back-2-3-hop

Dance starts from part 1 again.

Extensions

- Speed up the steps.
- Add music.
- Once students show mastery in this part, combine parts 1 and 2, with no music. Start slow and increase speed.
- Do parts 1 and 2 with music.
- In pairs, have students perform each part for a partner for feedback.

EMBEDDED OUTCOME: S4.M3.8. Encourage students to provide feedback and encouragement to each other without prompting.

Student Choices/Differentiation

- Have students recite the cue (not while dancing).
- Let students watch a video of someone performing the steps to the dance.

What to Look For

- Students perform steps correctly.
- Students stay on beat.
- Students have the correct foot free at the end of a sequence, allowing for clean transitions.

Instructional Task: Perform Total Dance

■ PRACTICE TASK

Perform entire dance without music.

When students have mastered the steps without music, add music.

Extensions

- Once students show mastery with the music, group them into twos or threes.
- Have students hold hands with arms down.
- Once students show mastery in small groups, have them form a group circle, all dancers holding hands, arms down.

EMBEDDED OUTCOME: S4.M5.6. When students work in small groups, make sure students are cooperating with their classmates to learn the dance in the new formation.

Guiding questions for students:

- When you begin part 1 and part 2, which foot is free?
- Can you tap the quick, quick, quick part? (Answer: No, transfer your weight each time.)
- What makes this dance from Serbia?

Student Choices/Differentiation

Students may practice steps to the side with or without music, if needed.

What to Look For

- Students perform all steps correctly.
 - Students work with group members appropriately.
 - While dancing in a circle, students complete the schottische, moving forward safely so that they don't cause psychomotor or affective problems with the group.
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Formal and Informal Assessments

Exit slip: Compare and contrast dances taught so far.

Closure

- Who can define *schottische*?
- Who can recite the cue for part 1?
- Why is it important to execute the schottische with control once we dance in a group circle?
- Who can say “Hello” (Zdravo) or “Goodbye” (Vidimo se kasnije!) in Serbian?

Reflection

- Did I use the cues until mastery?
- Did I jump in with the verbal cues to help students keep going when they got off rhythm or footwork?
- Did I recognize when I needed to slow my verbal cues because some students were having difficulty in footwork or transitions?
- Should I talk with their history teacher to see whether we can team up with classroom discussions about a particular country, while I teach a dance from that country?

Homework

Our next passport stamp will be Israel. See whether you can find out how to count 5-6-7-8 in Hebrew. Keep adding to your folk dance portfolio.

Resources

Internet keyword search: “Milanovo kolo music,” “Milanovo kolo dance steps,” “folk dance”