

# Research Best Practices

*Instrumental Language and ICT Resources*



Content and Language Integrated Learning



# **RESEARCH BEST PRACTICES**

*INSTRUMENTAL LANGUAGE AND ICT RESOURCES*  
*FOR*  
*CONTENT AND INTEGRATED LANGUAGE LEARNING*

An Educational Proposal by Alicia Martí

**CONTENT** Physical Education

**LEVEL** Secondary, 3<sup>rd</sup> Course

*Research Best Practices*  
CLIL and ICT Group  
<http://www.uv.es/clil>  
University of Valencia  
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## BASIC DESCRIPTORS

### UNIT DESCRIPTORS

<b>Educational Level(s)</b>		3 <sup>rd</sup> of ESO
<b>Area(s)</b>	000	Physical Education
<b>Unit(s)</b>	000	Sticks Dance (Ball de Bastons)
<b>Number of Lesson(s)</b>	000	6
<b>STUDENT LEARNING OUTCOMES (4Cs FRAMEWORK)</b>		
<i>Content</i>	<ul style="list-style-type: none"> <li>• Concept of Cooperation</li> <li>• Dance in Education</li> <li>• Traditional Dances</li> <li>• The traditional stick dance.</li> <li>• The sense of Rhythm</li> <li>• Coordination</li> <li>• Creativity</li> </ul>	
<i>Cognition</i>	<ul style="list-style-type: none"> <li>• Organization and creation of group strategies, taking into account the skills and difficulties of each of the team members.</li> <li>• Dialogue as a tool for the resolution of conflicts</li> <li>• Participation in activities in an uninhibited way.</li> <li>• Assessment of the group effort as a way to achieve unreachable goals for a single person.</li> </ul>	
<i>Culture</i>	<ul style="list-style-type: none"> <li>• Dance and music as a cultural manifestation</li> <li>• Learn a traditional dance of the Valencia Community.</li> <li>• Artistic qualities of “sticks dance”</li> <li>• Origins and history of the sticks dance</li> <li>• Adding new resources and movements to refresh a traditional dance</li> </ul>	
<i>Communication</i>	Language for the Topic AND for Interaction	
<i>CONTENT OF (WHAT)</i>	<ul style="list-style-type: none"> <li>• Components of the Stick dance (Ball de Bastons): music, dancers, instruments, distribution in space, rhythm...</li> <li>• Specific terminology: flute, drum, wooden sticks, clap, choreography...</li> <li>• Tasks (create, work in groups, innovate, listen the music...)</li> </ul>	
<i>META-COGNITION &amp; GRAMMAR SYSTEM FOR (HOW TO)</i>	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Present perfect</li> <li>• Present continuous</li> <li>• Past Simple</li> <li>• Past Continuous</li> <li>• Future Simple</li> <li>• Future Continuous</li> </ul>	

		<ul style="list-style-type: none"> <li>• Imperatives</li> <li>• First conditional</li> <li>• Second conditional</li> <li>• Third conditional</li> </ul>
<i>COGNITION THROUGH (WHY)</i>		<ul style="list-style-type: none"> <li>• “Can you repeat, please?”</li> <li>• “When should I clap?...”</li> <li>• “Can we try this?”</li> <li>• “What’s the task?”</li> <li>• What are we going to do?</li> <li>• And how are we going to do it?</li> <li>• “Can I include this movement?”</li> <li>• “Can I go to...?”</li> <li>• “I agree / I don’t agree...”</li> <li>• “I think/ in my opinion...”</li> <li>• “I don’t understand”</li> </ul>
<b>KEY COMPETENCES (KNOWLEDGE, SKILLS AND ATTITUDES) FOR LIFELONG LEARNING (EU ACT)</b>		
01	✓	Communication in the mother tongue
02	✓	Communication in foreign languages
03	☒	Mathematical competence and basic competences in science and technology
04	✓	Digital competence
05	✓	Learning to learn
06	✓	Social and civic competences
07	✓	Sense of initiative and entrepreneurship
08	✓	Cultural awareness and expression
<b>TEACHING OBJECTIVES</b>		
<ul style="list-style-type: none"> <li>• Develop communicative skills</li> <li>• Coordinate with peers</li> <li>• Experience the playful component of cooperation</li> <li>• Practice rhythmic activities with music</li> <li>• Lose inhibitions and get in contact with dancing</li> <li>• Develop creativity</li> <li>• Cooperate with partners to achieve a common goal</li> </ul>		
<b>ASSESSMENT CRITERIA</b>		
HETERO		<ul style="list-style-type: none"> <li>• Enter in contact with dancing in an open and achieve the disinhibition.</li> <li>• Show interest in working with peers with a constructive attitude and active participation.</li> <li>• Learn how to dance with the wooden sticks and the traditional music</li> </ul>
INITIAL		<ul style="list-style-type: none"> <li>• Knowledge about the stick dance.</li> <li>• Starting point or experience at dancing.</li> </ul>
CONTINUOUS		<ul style="list-style-type: none"> <li>• Cooperative attitude, helping peers and accepting the</li> </ul>

	<p>individual responsibility that is necessary for group work to be successful.</p> <ul style="list-style-type: none"> <li>• Participate actively during the lessons</li> <li>• Use the imagination and the creativity</li> <li>• Improve the sense of rhythm and learn to coordinate with music and with partners at the same time</li> <li>• Extraordinary behaviours will be taken into account, as helping others with altruism.</li> </ul>
FINAL	<ul style="list-style-type: none"> <li>• Final Choreography evaluated as a group, paying attention to: <ul style="list-style-type: none"> <li>○ Cooperation</li> <li>○ Originality</li> <li>○ Execution</li> <li>○ Rhythm</li> </ul> </li> </ul>
SELF-ASSESSMENT	<ul style="list-style-type: none"> <li>• Participate in all the activities and be polite and helpful with the classmates</li> <li>• Follow the music and learn how to dance with the sticks</li> <li>• Get involved in the creation and display of a little choreography</li> </ul>
<b>MATERIALS</b>	
PRIMARY	<ul style="list-style-type: none"> <li>• Gym or multipurpose room</li> <li>• 50 Wooden Sticks (2 per person)</li> <li>• Stereo</li> </ul>
SECONDARY	<ul style="list-style-type: none"> <li>• Video Cameras</li> </ul>
OTHERS	
<b>RESOURCES</b>	
PRIMARY	<ul style="list-style-type: none"> <li>• Videos about the traditional sticks dance (Ball de Bastons) and resources (web pages).</li> </ul>
SECONDARY	<ul style="list-style-type: none"> <li>• Recordings of the choreographies that they have done.</li> </ul>
OTHERS	
<b>FINAL TASK(S)</b>	
<ul style="list-style-type: none"> <li>• CREATE A LITTLE CHOREOGRAPHY <ul style="list-style-type: none"> <li>○ With traditional music</li> <li>○ 1 minute duration</li> <li>○ Groups of 6 persons</li> <li>○ Record it</li> </ul> </li> </ul>	

## LESSON DESCRIPTORS

<b>Unit</b>	000	Sticks Dance (Ball de Bastons)
<b>Lesson</b>	000	1. Introduction to sticks dance and technic.
<b>LEARNING OUTCOMES (4Cs FRAMEWORK)</b>		
<i>Content</i>	<ul style="list-style-type: none"> <li>• Concept of Cooperation</li> <li>• Dance in Education</li> <li>• Traditional Dances</li> <li>• The traditional stick dance.</li> <li>• The sense of Rhythm</li> <li>• Coordination</li> <li>• Creativity</li> </ul>	
<i>Communication</i>	<ul style="list-style-type: none"> <li>• Components of the Stick dance (Ball de Bastons): music, dancers, instruments, distribution in space, rhythm...</li> <li>• Specific terminology: flute, drum, wooden sticks, clap, choreography...</li> <li>• Tasks (create, work in groups, innovate, disinhibit themselves, listen the music...)</li> </ul>	
<i>Cognition</i>	<ul style="list-style-type: none"> <li>• Organization and creation of group strategies, taking into account the skills and difficulties of each of the team members.</li> <li>• Dialogue as a tool for the resolution of conflicts</li> <li>• Participation in activities in an uninhibited way.</li> <li>• Assessment of the group effort as a way to achieve unreachable goals for a single person.</li> </ul>	
<i>Culture</i>	<ul style="list-style-type: none"> <li>• Dance and music as a cultural manifestation</li> <li>• Learn a traditional dance of the Valencian Community.</li> <li>• Artistic qualities of “sticks dance”</li> <li>• Origins and history of the sticks dance</li> <li>• Adding new resources and movements to refresh a traditional dance</li> </ul>	
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Brief theoretical introduction to dance in Physical Education.</li> <li>• Brief theoretical introduction to Traditional Dances.</li> <li>• Brief theoretical description of the Sticks Dance or Ball de Bastons.</li> </ul>	
<b>ACTIVITIES</b>		
<b>REVISION</b>	<ul style="list-style-type: none"> <li>• In this process will be used the methodology of Work Projects. The group should consider project planning by asking the following questions: What are we going to do? And how are we going to do it? Then they will write down on a paper or notebook the ideas that are coming up and organize the time in the way they deem most appropriate.</li> </ul>	

WARM UP ACTIVITIES	<ul style="list-style-type: none"> <li>• <b>1.</b> It sounds pieces of popular songs from the Valencian Community to freely interact with classmates making sound with the wooden sticks, moving around the space... Songs: La manta al coll, Ramonet si vas a l'hort, Ja ve Cento, Paquito el Chocolatero...</li> <li>• <b>2.</b> Groups with 6 members come together to think of a traditional dance of the world and then represent it and the other groups have to guess it.</li> </ul>
MAIN ACTIVITIES	<p>Try to follow the rhythm by clapping the sticks to the beat of the music. Starting position: Sticks resting on the shoulders and lifting the heels. (8 strokes).</p> <ol style="list-style-type: none"> <li><b>1.</b> Practice with the partner in front: Ground, clap, right, left (above (10 times)).</li> <li><b>2.</b> Then we do it twice and we join clap, up, clap, down, turn doing clap and behind clap, turn and up with both hands. Try with music. Stand in groups of 6.</li> <li><b>3.</b> Then try the same thing but with the partner next door. Try with music.</li> <li><b>4.</b> After cross-shape, some above and others below. Making only ground, clap, right and left. We tried twice changing the positions.</li> <li><b>5.</b> Lastly in displacement making the base with the companion of two positions beyond.</li> <li><b>6.</b> All with music.</li> <li><b>7.</b> In groups, start creating a little choreography with the sticks and the traditional music.</li> </ol>
WANT TO KNOW	Students will be given an evaluation form of the Teaching and Self-Assessment Unit of their participation in class.
REINFORCEMENT	<ul style="list-style-type: none"> <li>▪ Each group has to prepare a brief choreography, focusing on: <ul style="list-style-type: none"> <li>○ Cooperation</li> <li>○ Originality</li> <li>○ Execution</li> <li>○ Rhythm</li> </ul> </li> </ul>
<b>ASSESSMENT</b>	
HETERO	<ul style="list-style-type: none"> <li>• Enter in contact with dancing in an open and uninhibited way</li> <li>• Show interest in working with peers with a constructive attitude, altruistically and with an active participation.</li> <li>• Learn how to dance with the sticks and the traditional music</li> </ul>
INITIAL	<ul style="list-style-type: none"> <li>• Knowledge about the stick dance.</li> <li>• Starting point or experience at dancing.</li> </ul>

CONTINUOUS	<ul style="list-style-type: none"> <li>• Cooperative attitude, helping peers and accepting the individual responsibility that is necessary for group work to be successful.</li> <li>• Participate actively during the lessons</li> <li>• Use the imagination and the creativity</li> <li>• Improve the sense of rhythm and learn to coordinate with music and with partners at the same time</li> <li>• Extraordinary behaviours will be taken into account, as helping others with altruism.</li> </ul>
FINAL	<ul style="list-style-type: none"> <li>• There is not final assessment because this is the first lesson of the Unit.</li> </ul>
SELF-ASSESSMENT	<ul style="list-style-type: none"> <li>• Participate in all the activities and be polite and helpful with the classmates</li> <li>• Follow the music and learn how to dance with the sticks</li> <li>• Get involved in the creation and display of a little choreography</li> </ul>
REFLECTIONS	<b>MATERIALS</b>
<b>MATERIALS</b>	
PRIMARY	<ul style="list-style-type: none"> <li>• Gym or multipurpose room</li> <li>• 50 Wooden Sticks (2 per person)</li> <li>• Stereo</li> </ul>
SECONDARY	
OTHERS	
<b>RESOURCES</b>	
PRIMARY	<ul style="list-style-type: none"> <li>• Videos about the traditional sticks dance (Ball de Bastons)  <a href="https://www.youtube.com/watch?v=09deFiyg-UA">https://www.youtube.com/watch?v=09deFiyg-UA</a>  <a href="https://www.youtube.com/watch?v=kFq5ngqB W4">https://www.youtube.com/watch?v=kFq5ngqB W4</a> </li> </ul>
SECONDARY	<ul style="list-style-type: none"> <li>• Web pages  <a href="https://es.wikipedia.org/wiki/Baile_de_bastones">https://es.wikipedia.org/wiki/Baile_de_bastones</a> </li> </ul>
OTHERS	
<b>Cross Curricular Learning</b>	
Unit(s)	Sticks Dance (Ball de Bastons)
<b>Observations</b>	<ul style="list-style-type: none"> <li>• Moral education, for coexistence and peace: Show respect for the expressive expressions of peers.</li> <li>• Education for gender equality: Make groupings and share non-sexist roles. Perform all types of activities regardless of social assignments to either sex.</li> </ul>

## **ABSTRACT**

In the present work I want to develop a didactic unit of cooperation focused on the learning of a traditional dance, the sticks dance (ball de bastons), in a group of students of 3rd of ESO.

Within the Didactic Unit I will try to teach the students about the ball de bastons, in an environment of cooperation, it is a traditional dance from the Valencian Community, Catalonia and Aragon, where it's danced in a group, clapping wooden sticks. It is a fun activity, which will help them to disinhibit themselves and to get in touch with the world of Dance to those who are not familiar with it, in a way that does not expose them as much observation of others as another type of dances.

The purpose is to focus in diverse key competences (social and civic competences and cultural awareness, expression communication in foreign languages, learning to learn, etc.) while they enjoy themselves.

## CONTENT

The Dance is a context of learning that makes possible new meaningful experiences (knowledge of oneself, artistic formation, social relation, corporal exigency ...). In addition, artistic expression and educational values are projected through scenic language. We can define it as an excellent educational context, constantly related to determination, effort, vocation and artistic creation. The educational system offers few artistic experiences in general (music, theatre, corporal expression)... In the program of Physical Education, the Dance incorporates other values (expressiveness, cooperation) different from the values of competition.

Through dance the student is encouraged to experiment, to know and to perfect his actions, giving expressivity to the movement of his body. Although, for various reasons, in the educational system at the moment, schools continue not to value artistic activities such as Dance as it does not enjoy as much popularity as sports activities in PE classes. This is an inadequate situation since authors of the stature of Cagigal (1996) have defended Dance as an important part of Physical Education.

The traditional dance is a special artistic and cultural activity, which occurs when one or more people move their bodies in a different way than they do when they participate in the ordinary avatars of daily life. It is observed that in traditional so-called societies, people show a great inclination to dance at moments considered fundamental in the

development of their social life, their economic activities and their spiritual and religious conventions.

Hence, traditional dance is understood as an activity linked to the expression of outstanding social and cultural feelings. Not in vain do dances occur in situations where people feel the need to celebrate a crucial event within the community, and may be the event to commemorate economic, religious, historical, political, mythical, or individual events. However, the usual thing is that the celebration event consists of the celebration of a circumstance that combines the variety of characteristics that we have listed. Therefore, traditional dance is a social event that is organized to celebrate situations of magnitude in the lives of people.

The ball in which we are going to focus on this learning unit is the Sticks Dance (Ball of Bastons), a kind of traditional dance. The sticks dance is a popular dance widely spread by Catalonia, Aragon and the Valencian Community. It is the oldest traditional dance of those still danced in these areas. We can find with this name, a set of dances that use, as the main element, one or two wooden sticks that clap each other. Each area has its own ball of sticks with its particular characteristics.

The origins of stick dancing are not well defined. The main hypotheses argue that they emerged as an imitation of sword battles. It is danced by groups of between 8 and 24 people, following the clash of the sticks with the rhythm of the music. The most important instruments are the dolçaina (wind instrument similar to a flute) and tabalet (little drum).

In its beginnings it was danced only by men and later was allowed the participation of both sexes.

The melodies are short, usually between eight and sixteen bars, which repeat repetitively until the end of the dance. Each repetition of these melodies corresponds to a position in the choreographies, which changes when a new repetition occurs. As for the sticks, the carriage wheel spokes have historically been used as the raw material to manufacture them. Its usual length is between 40 and 55 cm and its weight is variable. It is a group dance, where the socialization is very high. In this dance the coordination of the dancers is essential to keep the rhythm and that the sticks sound at the same time. Therefore, in this dance the cooperation is the most fundamental factor because it's essential for this dance to be successful and it makes possible that the rest of factors work well.

## GLOSSARY (A – Z)

### Altruism

---

al•tru•ism /'æltru,ɪzəm/ n. [*uncountable*]

1. Concern for the welfare, happiness, and well-being of others; selflessness.

### Choreography

---

cho•re•og•ra•phy /,kɔːrɪ'agrəfi/ n. [*uncountable*]

1. **Music and Dance.** The art of composing ballets and other dances and planning the movements and patterns of dancers
2. The movements and patterns composed for a dance

### Clap/ clapping

clap<sup>1</sup> /klæp/ v., clapped, clap•ping, n.

v.

1. To strike the palms of (one's hands) together: [*no object*]. They clapped as the president entered the room. [*~ + object*] We clapped our hands until they ached.
  2. To strike (someone) with a light slap, as in friendly greeting: [*~ + object*] He clapped his friend on the back.
  3. To strike (an object) against something quickly and forcefully, producing a sharp sound: [*~ + object*] She clapped the book shut.
  4. [*No object*] to make an abrupt, sharp sound, as of flat surfaces striking against each other: The window shutters clapped in the wind.
-

## Cooperation

---

co•op•er•a•tion (kō op'ə rā'shən), n.

1. An act or instance of working or acting together for a common purpose or benefit; joint action.
2. More or less active assistance from a person, organization, etc.
3. **Sociology.** Activity shared for mutual benefit.

## Coordination

---

co•or•di•na•tion (kō ôr'dn ā'shən), n.

1. The act or state of coordinating or of being coordinated.
2. Proper order or relationship.
3. Harmonious combination or interaction, as of functions or parts.

## Creativity

---

cre•a•tiv•i•ty (krē'ā tiv'i tē, krē'ə-), n.

1. The state or quality of being creative.
2. The ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination
3. The process by which one utilizes creative ability

## Disinhibition/ uninhibited

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dis•in•hi•bi•tion (dis in'i bish'ən, -in'hi-, dis'in-), n.

1. **Psychology.** Temporary loss of inhibition caused by an outside stimulus.

## Execution

---

ex•e•cu•tion (ek'si kyōō'shən), n.

1. The act or process of executing.
2. The state or fact of being executed.
5. **Music and dance:** a mode or style of performance; technical skill, as in music: The pianist's execution of the sonata was consummate.
6. Effective action, or the result attained by it (usually prec. by *do*): The grenades did rapid execution.

## Originality

---

o•rig•i•nal•i•ty (ə rij'ə nal'i tē), n.

1. The quality or state of being original.
  2. Ability to think or express oneself in an independent and individual manner.
  3. Creative ability.
  3. Freshness or novelty, as of an idea, method, or performance.
- 

## Rhythm

---

rhythm /'rɪðəm/ n.

1. Movement with a regular pattern with a beat or accent that occurs at fixed times: [*countable*] the even rhythms of her heartbeat. [*uncountable*] triple rhythm in music.
  2. The regular occurrence of particular phases, etc.: [*countable*] the rhythm of the seasons.
  3. The regular recurrence of related elements in a system of motion: [*uncountable*] a sense of rhythm in dancing.
-

## Wooden sticks

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wood•en /'wʊdən/ stick<sup>1</sup> /stɪk/ n. [*countable*]

1. Branch of a tree or shrub that has been cut or broken off.
  2. A long, slender piece of wood, for use in carpentry, as a wand, rod, etc.
  3. A walking stick or cane.
  4. A long, slender piece or part of anything made of wood.
-

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# APPENDIXES



## **SELF-ASSESSMENT**

It is necessary to evaluate our work in order to learn about the creative process of our Learning Object and ponder the things that we have achieved and which ones can be improved.

Within the Didactic Unit I try to teach the students about the Ball de Bastons, a traditional dance, in an environment of cooperation. In adolescence, young people are usually very embarrassed and always act taking into account the look of other peers. Therefore the fact of feeling an integral part of a group gives them a certainty that would not be achieved by doing an individual job. Also it is a dance in which nobody stands out more than the others; there are no main or secondary positions, but all must do their part well. Therefore the Ball of Bastons is a very cooperative type of dance and teaching it to students of 3rd of the ESO is a wise decision.

As for the strengths and weaknesses of this work, I consider it as a strength that has markedly improved the quality of my work during the creation process and I have learned to work within the CLIL paradigm.

As a weakness I had some troubles using the Scribus Program and other digital tools but I have achieved to understand it and I have improved my digital competence and I will try to incorporate it in the future.

# **DOUBLE BLIND PEER REVIEW**

**FIRST REVIEWER**

**SECOND REVIEWER**



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## TEST FOR THE 1ST SESSION.

1. Which author defended the importance of incorporating Dance in schools?
  - a) Piaget
  - b) Cagigal
  - c) Aaronson
  
2. The traditional dances are usually linked to:
  - a) Any moment that people feel happy
  - b) The transition between Summer and Autumn
  - c) Special events on the lives of the people of one community
  
3. The sticks dance is widely spread in:
  - a) Catalonia, Valencian Community and Aragon
  - b) Valencian Community, Balear Islands and Andalusia
  - c) Catalonia, Valencian Community and Vasc Country
  
4. About the participation in this dances:
  - a) It can only be danced by men
  - b) In the origins was danced only by women but nowadays both sexes are integrated
  - c) In the origins was danced only by men but nowadays both sexes are integrated
  
5. The origins of the sticks dance:
  - a) Are not very clear but most theories say that it started as an imitation of the battles with swords
  - b) It was invented by a carpenter
  - c) It is sure that it started as an imitation of the sword battles
  
6. How many members usually compose the group of the Ball de Bastons:
  - a) Between 8 and 16
  - b) Between 6 and 20
  - c) Between 8 and 24
  
7. The most fundamental factor in this dance is:
  - A) Rhythm
  - B) Cooperation
  - C) Correct execution