

My Grade 4 ArtsAround Short Range Plan for Cycle 'B' Dance

Submitted by: _____ Principal's Name: _____ Date: _____

~13 weeks of Dance with a focus on fun and fitness for everyone during the months of December to March. This will be followed by Drama.

DANCE

November/ December

November 27-December 10: Lesson 1 & 2: Last Christmas: In these lessons, the students are made aware of the fact that many countries around the world celebrate the beginning of a New Year, more than they do Christmas. One of those countries is China. Their physical literacy warm up is with Chinese youth enjoying a Happy New Year Zumba dance. They also learn that musicians **change the lyrics of a song**, while others change the feel to the music. When that happens, it is then referred to as a **remix**.

A remix can change the style, feel, even the emotional meaning of a track by altering the context of sections, re-harmonizing melodies, adding additional elements, and more. In the Last Christmas dance the students are **introduced to the elements of dance** that guide them through all dance lessons this year. On their dance teams they are asked to use cross lateral moves in your large group choreography with **pauses** and **pick one other energy word from your elements of dance chart** to include in your choreographed dance moves, and they must have **one or two soloists dancing using angular or curved** (or both) shapes. **The Dance Team Performance Rubric** sets all the expectations in place, so students know how and why they are being assessed.

December 11-18: Lesson 3: Christmas Illusions: This lesson integrates Science when students try to work through the **puzzling dimensions of magic**. It integrates Dance with the *Illusion of Air* tutorial as well as the *Optical Illusion Dance*, the *Moonwalk* and slow *Hip Hop Walk* illusion. In **Drama**, the students play the "*Who Began Game? Don't Look at the Leader and Don't Make Noise*". Through **Visual Art**, the class will try to find *Hidden Objects* in a YouTube with optical illusions and through animation in **Media Arts**, the students will enjoy the subtle irony of *Heavenly Appeals* and the *Funny Ornament* YouTube. In **Literacy**, a **poem** titled *Let Every Day Be Christmas* invites the children to go deeper and extending the learning by creating Flip Books as an opportunity for the kids to make their own Christmas presents. A beautiful end to a term loaded with great arts experiences!

January 6-17: Lessons # 4 & 5: Elements of Dance: The students learn to identify and understand the vocabulary associated with the *Elements of Dance* through the **Bailando Zumba Dance** warm up. An inspirational *Why I Dance?* video shows students why some people are passionate about dance and choose it as a living. Joining a Dance Team allows students the freedom to work freely so that **endurance, flexibility and strength** can be applied when practicing **stretch, bend, levels, twists** and **rolls**. *All I Want by U2* helps them understand **counting** and **combinations**. They learn to change movements using **shape, straight, curved**, and **angular** word cards. They experiment with the **orientation of body parts** and with

positive and negative space. With partners, they **create combinations in symmetry** using *Shout* by the Isley Brothers, discovering **pathways and relationships.** **Symmetry and asymmetry** occur through energy words, like **punch, thrust, float, collapse, wiggle, explode, vibrate.** The dancers realize that emotions using both their bodies and face will matter, as they examine the Grade 4 **Elements of Dance Rubric** with their teacher. This is a very technical lesson with ample opportunities to explore, move and discover!

February

Jan 20-Feb 3: Lessons # 6 & 7: Hip Hop Dance: The AIT will teach the class **safe warm up stretches** so that the children can begin to warm up in their own personal space the minute class starts. The children will learn **how hip-hop dance started.** They will work out by learning hip-hop dance names and sequences that they can add to their own creation. They will appreciate the craft of this technique by **watching two hip-hop pros dance** to *Beat It*. They will be **placed on a Dance Team** with a Dance Captain to explore and **discover how they can choreograph their own routine** using: **freestyle** moves; changing elements of dance vocabulary into movements; deciding how to incorporate soloists and/or partners into their **choreography.** Ample rehearsal time will be provided, and expectations reached by following the *Rubric for a Dance Performance* as a guide. In the final section of Lesson # 6 the Dance Teams will perform for each other while the **video captures this memory** of their first Hip-Hop Dance Team creation!

February 4-10: Lesson # 8: Dance Appreciation: Adjudicating: In this lesson, the students will get a quick look at jazz and how that dance style unfolded over the years. The students will describe, with teacher guidance, **how forms and styles of dance reflect people's different social and political roles in various communities, times and places.** Old time dancers will be credited such as **Rita Hayworth, Gene Kelly, Fred Astaire and Ginger Rodgers. Bob Fosse** will be highlighted as a famous choreographer. Watching how a song remix and selected footage from popular dance numbers over the years can live on in dance history. The students will **learn how dance judges adjudicate fairly** by watching different professional jazz performances as official judges themselves. They will also **tally their scores (math) and have a moment to defend their choice (critical thinking).** Many cross-curricular skills are integrated into this lesson.

February 11-25: Lessons # 9 & 10: All About Jazz Eras: The history of jazz through the eras will continue today through an excellent YouTube (media literacy). Time will be allowed for students to practice and discover ways to improvise. They will learn basic jazz moves like: **Step, ball, change; Ball, change, cross; How to do the Passe; How to do the Hip Walk; How to do Basic Turns.** In next week's lesson, they will use all of these moves by **putting them into a sequence while collaborating** with their Dance Teams. A *Listen to Jazz through the Eras Music Chart* highlights: **New Orleans Dixieland; Swing; Big Band; Bebop; R&B; Latin; Africa; Cuban; Jazz Fusion; Jazz Funk; Smooth Modern Jazz.** The students will choose their own music on Dance Teams in Lesson # 9. They will have time to rehearse and perform in front of each other too. By the end of these two lessons, they'll be all jazzed up and ready to go!

February/March

Feb-26- March 19: Lessons # 11 & 12: *The Kapok Tree: Lyrical Dance:* This topic directly relates to the ***Habitats and Communities*** Science theme. Learning how the **rainforest deforestation** problem relates to dance is the focus in this lesson. This class **tells a story (narrative) through dance. This is lyrical dance** at its best. Lyrical Dance is very similar to ballet, combining the many technical elements of ballet with the **freedom, fluidity, expressiveness and airier aspects of jazz, contemporary and modern dance.** Lyrical dance does not interpret every word of a song or story. **Only the emotion is portrayed through movement.** *A Thousand Years* is a song the students will watch as it is performed by a Junior Dance Team. In the performance, there will be a **narration read-aloud** to keep the audience alert and interested. In Lesson 11, when each team tells their story by following the narrative to background forest sounds with music titled *A Forest Ritual*, the results will be simple and powerful!

March/April

March 20-April 2: Lessons # 13 & 14: March 20-April 2: *Wild Things:* In this very integrated lesson, the children will be exploring the whole idea of ways to 'use their imagination' and how to 'go on a wild adventure.' Part of this experience will include developing dance movements based on **actions or emotions depicted in short stories.** Students will **use narrative form to create short dance pieces.** The **literary giant** whose work and life story involves is Maurice Sandak: **Where the Wild Things Are.** The class will go on to discover that this man wrote poems, (which was created into a Broadway show) illustrated other books, and even had one book made into a movie. The students use critical thinking, problem solving and decision-making to end up with a great 'movie' using Steppenwolf's **Born to Be Wild** song.

When you feel sad,

Dance!