

## My Grade 5 ArtsAround Short Range Plan for Cycle 'B' Dance

Submitted by: \_\_\_\_\_ Principal's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

### DANCE

#### December

**December 5-18: Lesson #1 & 2: Winter Wonderland Dance:** This lesson sets the tone with a **Step into Christmas Zumba** warm up. The students see Selena Gomez as a young girl before her career really took off. There is footage of her on Barney and Friends from when they, too, were younger. They listen to Selena create a new remix of an old classic: Winter Wonderland when planning with their Dance Teams they need to consider **freestyle and improvisational dance** moves as well as a **choreographed chorus**. Their expectations included: **using symmetry vs. asymmetry 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 plus having have **two soloists demonstrating emotional connections** between dancers. (**organic**). Assessment will take place as the AIT watches each group perform, so the students can see themselves, they can self-evaluate for improvement purposes.

#### January

**January 5-17: Lesson # 3 & 4: Elements of Dance:** The students learn to identify and understand the vocabulary associated to the *Elements of Dance* through **Zumba Fitness: Dance, Dance, Dance** warm up. The students witness what it is like behind the scenes at the *National Ballet of Canada* and the life of a professional dancer. In this lesson there is a strong focus on learning to count: particularly the 8 counts in hip-hop dancing. The fundamental concepts of **body, space, time, energy and relationships**. 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**. **The Beatles Come Together** 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 *On the Floor* by Jennifer Lopez, discovering **pathways and relationships**. **Symmetry and asymmetry** occur, through energy words, like **slash, press, shrink, open**. 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!

## January/February

**Jan 20-Feb 3: Lessons # 5 & 6: Hip Hop Dance:** This lesson opens with one of the world's most popular Zumba warmups titled *Marioneta*. The students will participate in a *Hip-Hop for Beginners* tutorial on YouTube. Once they have a few techniques, they will also **learn strategies to recall sequences when they learn choreography using dance geometry, mental pictures, or dance writing**. They choose the one that suits their personal needs best. By watching a Dance Team dance, as a teaching tool, the students are encouraged to comment during this performance so they can get ideas from *God's Great Dance Floor* dance performance. To broaden the student's music tastes, they will be introduced to an **electro popular song** by Marshmello titled *Alone*. This spelling of the word derives from a plant dates all the way back to Egyptian antiquity. The song has its **moves filled with intense bass and had its roots deep in hip hop and dubstep with a pop sound on top**. Marshmello is considered a **masked producer** so the kids will have fun with its history and the song itself. Rehearsal time will be provided and expectations reached by following the *ubric 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! The Dance Teams will celebrate their performance with what else -but-marshmallows.

## February

**February 4-10: Lesson # 7: Dance Appreciation: Adjudicating Ballet:** Obviously, the students will not be studying or even attempting ballet moves in ArtsAround this year. Ballet requires strenuous exercises that are unsafe for children who are not in training. However, ArtsAround does want to spend at least **one period studying ballet** since it considered to be a **highly technical form of dance with its own vocabulary**. It has been **globally influential** and had **defined the**

**foundational techniques in many other dance genres.** The students will quickly examine the history of ballet -learning a few dance terms that refer to specific dance moves. One of the most unlikely ballet dancers in the world will be featured in this lesson: **Misty Copeland**. The students will watch several ballet performances and then actually **adjudicate one classical and one ancient Chinese ballet-style dance**. This lesson is dedicated to all ballet dancers worldwide. Someone once said: **“There are no words: only movement and the pointe is made!”**

**February 11-25: Lessons # 8 & 9: Jazz Swing-Style:** During this lesson, the students will use the **element of relationship** in short dance pieces to communicate an idea. (e.g., **two dancers coming face to face to show either shared understanding or disagreement; a group of dancers holding hands to show unity**). Their warmup is a fast-paced *Candy Man* swing version of jazz. The kids will **realize that dance forms and styles reflect the beliefs and traditions of diverse communities, times, and places**. The swing **suggests various types of social interaction**. The Swing Era became popular between **1935-1946 when the big bands reached their peak**. **Swing dance basic footsteps are provided** via YouTube as well as **observing experienced swing dance couples and Dance Teams for ideas**. In Lesson # 9, the Dance Team.... or couples... create their own swing dance to be performed in front of the rest of the class. Students will be encouraged to take a closer look at costume ideas too.

## February/March

**Feb 26-March 19: Lessons #10 & 11: Lyrical Dance:** Lyrical Dance tells a story. Of, paramount importance in lyrical dance is the **connectivity of movement, flowing quite seamlessly from one move to the next**. The dancer does not execute each successive move in isolation from the next; a lyrical dancer **holds the move for as long as is musically possible or relevant, and transitions smoothly into the next, connecting the motion and emotion**. In today's lesson, you'll see **dancers interpret a dance considering the emotions the lyrics or music suggest**. **Florence and the Machine** is a popular indie rock band that has some interesting music that compliments 'lyrical dance.' **Meat Beat. Manifesto** is another indie band that **provides electro music** that allows students **to interpret the music anyway they feel makes sense**. In Lesson # 11, the Dance Teams will rehearse, perform and have their interpretation videoed for self-reflective purposes. The best news is that **every dance is different!**

## March/April

**Mar 20-April 2: Lesson 12 & 13: Social Action Story Dance:** In these lessons the children look closer at the **UN Children's Rights**, and to work collaboratively with their dance team to try to demonstrate what their social issue is. These issues include: (Article 10) **Freedom of expression;** (Article 19) **Be safe!** (Article 24) **Stay well.** (Article 28) **Good quality education;** (Article 30) **Practice your own culture, language and religion.** They begin to realize that we are not all born into like-situations. There are natural difference and man-made differences.

This lesson will **use dance as a language to explore, interpret, and communicate ideas** derived from a variety of literature sources (e.g., newspaper articles about sports, entertainment, or current events; stories, poems, picture books). Explain and demonstrate how dancers' postures and mannerisms reflect things they have observed in everyday life; **describe how the dance informed, moved, or changed their own perspective on an issue.**

“We dance for laughter, we dance for tears, we dance for madness, we dance for fears, we dance for hopes, we dance for screams, we are the dancers, we create the dreams.”

**Albert Einstein**