

My Grade 6 ArtsAround Short Range Plan for Cycle 'B' Dance

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

~14 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 2-13: Lesson # 1 & 2: *Christmas This Year*: This lesson includes Lego. It involves **animation** at its best and **stop motion videos** with amateurs. But both provide inspiration to consider this type of technology. *My Snail Eats Pizza Productions* provides interesting ideas about making a top motion film, including ***Christmas This Year***. **Toby Mac's messages send a positive message** to all in his music of the same title as the top motion video. Dance Teams have clear expectations set for them when they are instructed to **use 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 routine. They are also required to have **two soloists demonstrating positive vs. negative space**. When their ***Christmas This Year*** dance performance is filmed, they will have ample footage to **self-critique their choices** and decide **what areas need improvement**. Quite a good beginning with challenges to dance lessons.

December 16-20: Lesson # 3: *An Unexpected Christmas*: This fast-paced ***Jingle Bells Fitness*** warm up sets the tone for today's lesson. In this lesson the terms **expected vs. unexpected are explored** in many ways. Children's expectations for Christmas presents and traditions are calibrating at an extremely high level just about now. **How to deal with emotions** like excitement, concern and disappointment are covered **through media literacy, poetry, funny Christmas songs and dramatizations**. All of these boisterous activities lead to the cheer that is shouted boldly as a punch line: **"Brilliant, I wasn't expecting that!"** We do expect that all students will relax and enjoy a very Merry Christmas. Why? Because they are expecting that!

January

January 6-17: Lessons # 4 & 5: *Elements of Dance*: The students learn to identify and understand the vocabulary associated to the *Elements of Dance* by **combining the elements of dance in different ways to communicate a variety of ideas (e.g., combine a low level and a wavy pathway to show evasion**. Or by demonstrating how the elements of dance are used in their own

and others' dance pieces and explain **how they help communicate messages and ideas (e.g., pairing free-flowing movements with slow music suggests a dreamy mood; using low levels and quick, short movements suggests busyness; using symmetry and asymmetry conveys the idea of change or transformation.)** The children work hard it in their opening warm up titled: *Warm Your Body*. The fundamental concepts of **body, space, time, energy** and **relationships** are explored in several dance classes. The students will begin to understand that three types of exercises that they can combine that will give them the best results for a healthy body, are **endurance, flexibility and strength**.

Dance has endurance because it involves aerobic exercise that makes your heart beat faster. Dance involves flexibility as you must bend and stretch and reach. Dance also promotes strength as you are working many muscle groups in your body. **Stretch, bend, levels, twists** and **rolls** are important moves for kids in Grade 6, and they will spend many lessons exploring ways to create combinations with those moves. Learning how to count to remember choreography will also be perused. Shape is perhaps the strongest visual component in dance. Shapes in dance convey meaning: **shape, straight, curved** and **angular**. **Movement with feeling matters to dancers**, as does pathways and relationships. Also, creating moves using symmetry and asymmetry can be challenging. **Flick, fold, stab, poke, flow freely** are all states of energy. The *Elements of Dance Rubric* outlines the expectations and will be used as one assessment tool when determining grades for the students.

January/February

January 20- February 3: Lessons # 6 & 7: Hip Hop Dance: In this lesson, the history of hip-hop is discovered including the role of deejays; hip-hop moves such as **up-rock, breaking, locking, roboting, boogaloo, and popping** and the **use of cuts**- which are short breaks in the dance also known as a cut, and the **reintroduction of the full bass line and drums is known as a drop**, which is sometimes accented by cutting off everything, even the percussion. The students will participate in a **physical literacy tutorial on basic hip-hip steps** to give the Dance Teams ideas about how to get started. The music they will rehearse to on their Dance Teams is Taylor **Swift's Shake it Off**. In Lesson # 6, the teams will have a chance to rehearse and **perform in front of the other students** as they really do 'shake it off'. What a good way to start a New Year!

February

February 4-10: Lesson # 8: Dance Appreciation: *Adjudicating Contemporary Dance*: This lesson opens with a Modern Dance warm up which nicely sets the tone. **This type of dance often tells a story, although since it is abstract many audience members are uncertain what story, the dancers are telling.** That will be a challenge when judging dance performances, but Grade 6 kids can be very perceptive. The first piece the students will watch is called ***Painted***. Although very powerful, the dancer is on location in a very worn, tired looking building. This creates confusion at first, but as the dance unfolds, the story becomes apparent. The highlighted choreographer is **Travis Hall** who has been dancing since he was three and has danced professionally and is an **8 times Emmy nominated choreographer. He choreographs for the Academy Awards as well.** The students will judge two performances done by two different dance partners, using the same music: ***Say Something***. Two totally different interpretations, makes these performances, interesting!

February/March

February 11- March 5: Lessons # 9 & 10 & 11: *Jazz & Media Influence: Critical media literacy involves the active analysis and critique of media content* and is an important part of any policy curriculum for student literacy. Students taught to approach media from a critical perspective understand that all media are constructions and that they are not neutral. ***Sing, Sing, Sing* is the students' jazz warm up.** The influence of dances and dancers in a society is often a reflection of the political climate of a country. The class will see and hear stories of dance over different periods of history. **The period from the end of the First World War until the start of the Depression in 1929 is known as the "Jazz Age".** Jazz had become popular music in America, although older generations considered the music immoral and threatening to old cultural values. Today, the children will dance to music by Coldplay titled ***A Sky Full of Stars***. The title alone sets the mood. The Grade 6 students, on Dance Teams will rehearse using the few jazz dance steps they learn and in Lesson # 9, **they will perform their own choreographed routine in front of their peers.**

March/April

March 17-April 7: Lessons # 12 & 13 & 14: *Lyrical Dance: Using Mirroring, Flocking & Body Storming*: The Dance Teams will be making a decision about a social issue that is important to them. **Mirroring**, an exercise practiced in Dance/Movement Therapy (DMT), is considered by practitioners and patients **to enhance emotional understanding and empathy for others.**

Mirroring in dance describes movement where dancers do exactly the same movements, either facing each other or positioned closely in relation to each other. The students will work closely counting steps to assist them when matching footwork. **Flocking is a type of movement improvisation** in which students mirror or shadow each other's movement in groups. It often uses a diamond formation. Students follow the movements of a leader and share leadership throughout the group. This is an extended version of mirroring for three or more people.

Body storming is a strategy, analogous to brainstorming, which uses the body as a means of **trying out movement possibilities linked to themes, issues, and ideas** that students may be exploring. Students work together in a whole group, in a small group, or individually to generate movement ideas before shaping their work. In Lesson # 12, The song that all teams will be dancing to is called ***Channels and Winds by Ravi Shankar***. A *Dance Performance Rubric* will outline the expectations when **each Dance Team performs, allowing the teacher to assess**. And for the students to know what to expect.



“The promise of Spring’s arrival is
enough to get anyone through the bitter
winter.”

Jen Selinsky