

## My Grade 7 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

**Lesson # 1 & 2: Run, Rudolph Run:** What better way to get into the Christmas spirit than doing a workout to *Little Drummer Boy Hip Hop Style*. The class will learn about Justin Bieber's career **featuring musical riffs** in Bieb's music. A **riff** is a repeated phrase (ostinato) that is used to lead up to an improvisational solo or used behind a solo in a song. Another musician honoured here is Chuck Barry. Chuck loved to use a chord progression called the **12- bar blues**. A bar is a musical phrase, a way of measuring the music against its rhythm, and blues songs are structured in a 12-bar format.

The students listen to the **12-bar blues in two of Barry's popular songs: Nadine, followed by Run, Rudolph, Run**. Dance Teams then were asked to create their own choreography using **weight transfers (lunge, leap roll) moves in your large group choreography with pauses and pick one other energy word from the elements of dance chart** to include in your choreographed dance routine. They were also expected to include **1 or 2 or 3 soloists demonstrating isolated body parts**. In the New year, the students can reminisce about how well they performed in from of their peers when they watch themselves on video.

#### January

**January 6-17: Lessons # 3 & 4: 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 heartbeat 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

**Lessons # 5 & 6: Hip Hop Dance: The Dance Off Challenge:** When dancing hip-hop, a Dance team is referred to as a **Dance Crew**. The Crews will be expected to perform their own choreography to **Turn it Up** so for that reason, the lesson opens by teaching the students some hip hop moves they can use. Because this week is considered to be a challenge a **panel of judges will score each Dance Crew to determine a winner**. The winning Dance Crew may end up **performing at a school assembly or at least will be acknowledged during announcements or in the school newsletter**. The AIT is expected to make this a big deal. Winning a basketball or soccer game is a big deal -this time attention is rightfully given to the winner in the arts! Three hip hop dance tutorials will feature **kick, change roll up + cool walk + contemporary hip hop steps and moves**. The students will also learn **techniques that will help them recall their choreography**. The *Hip Hop Dance Performance Rubric* will inform the students and the judges what is expected of them and how they will be scored.

### February

**Lesson # 7: Dance Appreciation: Irish Dancing:** The AIT will start the lesson by wishing the class a big **Slàinte**. Slàinte is a word literally translating as **good health**. That's exactly what strong Irish dancers need to endure the very difficult routines they must remember when performing. The students will hear about the history of Irish dance in Ireland and how North America picked up on it when **Michael Flatley** created the theatre experience of **Riverdance**. The students will enjoy

YouTubes demonstrating word class Irish dancers and examine pictures of footwear and costumes. Since this type of dance requires years of training, the Grade 7s will not be expected to learn Irish dance, but they will learn today, how to be the judge this time. Instead of dancing, they will adjudicate. The task expected of the students today suggests that their opinions and preferences must be put on hold in order to determine the facts of a performance. These are outlined on *the Rubric for a Professional Dance Performance*. Explain to the kids that they cannot rely on hearsay, family beliefs or others opinions to score the dancers. This Rubric, outlines skills they need to observe. When they observe that skill, they score it by the points listed. The kids will be judging professional dancers.

### February

**Lessons # 8 & 9: Jazz Funk:** Jazz-Funk was an earthy **amalgamation of jazz and funky Southern soul**. It was fairly similar to soul-jazz, but where soul-jazz was often content to lay back in the groove, jazz-funk drove forward with a **stronger, more pronounced backbeat**. Jazz funk has lots of components of hip-hop dance moves today. Jazz-funk was the style to which many American hip-hop artists turned when looking for ways to **fuse jazz and rap**. Some new moves they will learn include **catch step, arm styling and isolations**. Jazz Funk is an undeniably **powerful way of self-expression**, it calls to stand your ground, own yourself and **let go of inhibitions**. This is asking a lot of the 'cool' grade 7s who only do what their peers do so this is really stretching them in more ways than one. **Herbert Hancock** is an American pianist, keyboardist and composer. Herbie helped to redefine the role of a jazz rhythm section and was one of the primary architects of the 'post-bop' sound. **He was one of the first jazz musicians to embrace synthesizers and funk music**. The song they will use when performing is **Rock It!** And I'm sure they will!

### February/March


**Lessons #10 & 11: Lyrical Dance & The Imagine Project:** The Grade 7s were introduced to **Herbie Hancock** last week about his influence in making jazz and hip-hop come together in jazz funk. This week Herbie is featured again but in a very special way as the students learn about the **Imagine Project**. This week, their dance will reflect the reasons for the *Imagine Project* as the students are **asked to imagine a better world** in this lesson and next week their dance performance with their Dance Team should reflect that as a dance-story. In the opening Zumba exercise, the students will learn about **creating a simple movement phrase and then repeat it, using choreographed manipulations**. The Dance Teams will also be expected to **use different variations in partners, small groups, separating, exiting, entering and using multi-levels**. The moves a Dance Team chooses can be based on **improvisation, contemporary or modern dance moves, jazz, hip hop or any fluid moves. Fluid means the dance has an organic (emotional) and dramatic feel to it**. Once the students have had time to watch, participate, move and explore, they will see the trailer for the *Imagine Project* so they can see how many other musicians and dancers are involved as well. **This project brings multi-cultural artists together to make a difference**. Herbie asks

people to take on the **mantle of 'ambassador'**. The students will learn how they can do so, right in their own schools. In Lesson 11, the Dance Teams will tell their story as the AIT and other judges score them on how their dance **showed a sense of peace and global responsibility, tolerance and respect for our planet!** Hats off to Herbie Hancock for this!

### March/April

**Lessons # 12 & 13: Sharing Dance:** In these two lessons, the students will **examine fitness careers** that specific people have chosen as a livelihood. They will discover what they need to do to stay fit and how the time needed to spend to **stay fit-for-life** looks like. It is in these weeks that any classroom teacher who has not included **daily movement breaks** into their plans, will begin to do so in this new year. The children will begin to learn about the **dancers who choreographed this years' song for Sharing Dance**. They will also begin or continue to learn the choreography to the song using **'marking' and other means of remembering a sequence**. It is during this point in the year that **Sharing Dance Leaders** are established and the entire school community begins their weekly commitment to **begin fitness as a life habit**.

*These Dance Lessons will last until the end of March. One week is unaccounted for deliberately, since often there are reasons that one week needs to run over. Or there was a school disruption that didn't allow the teacher to deliver ArtsAround or one week may be required to assess individuals or small groups of students. Part of that additional lesson time, you may want to have the students and Dance Teams critique their own dances and that of each other. The ultimate response to dance lessons is to remind the school community that they are all collectively working on daily fitness: appoint weekly Dance Captains for choreography and choose different classes who enjoy movement to be featured at every school assembly. Send reminders home to parents about joining in on the fitness fun by providing ideas for 'family night fitness' or dance movement through school newsletters and announcements too. Send the YouTube links home that the Sharing Dance people provide. Get your students to design posters to remind people to continue moving to stay fit. Make Dance Appreciation a priority!*



**LIFE isn't about waiting  
for the storm to pass....  
It's about learning to  
DANCE IN THE RAIN!**