

My Grade 8 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 9-13: Lesson # 1: A Mashed Up & Remixed Christmas: The students will learn today that a **music remix**, in general, is a reinterpretation of a pre-existing song, meaning that the "aura" of the original will be dominant in the remixed version. They warmed up to *Last Christmas Hip-Hop Remix*.

A **mashup** is a creative work, usually in the form of a song, created by blending two or more pre-recorded songs, usually by overlaying the vocal track of one song seamlessly over the instrumental track of another. In case some Grade 8 students would like to learn how to make their own remixed music tracks, they watched a tutorial and were given free apps to try it out at home. This concept can be used over and over as this is a great way to give a gift of love by mixing together someone's favorite music. Their goal today is to create a collective choreographed piece, which is a dance associated with a social issue translated as an emotion. (Organic dance.) It is very important that their body language AND facial expressions match, so the audience is not left confused. The AIT will choose five different social issue topics, and the Dance Teams will follow instructions and expectations outlined on the *Dance Performance Evaluation Rubric*. If the audience can guess the social issues they were trying to illustrate through feeling and movement, then that Dance Team will know their movement was successful!

December 16-20: Lesson # 2: The Wish Granter: Britney Spears opens this lesson with her song *My Only Wish*. This is very appropriate since the entire theme of this lesson is about making wishes. They will explore the wisdom in the expression: Be careful what you wish for! Another song about wishing is a country song by Rascal Flatts called *My Wish*. There is no cartoon character more unlikely to make a wish than Charlie Brown. ***The True Meaning of Christmas*** YouTube is as meaningful today as it was many years ago. Another animated cartoon called *The Wish Granter*

puts a whole new, amusing spin on wishing. In the rest of the lesson, the AIT will make suggestions for providing some fun activities over Christmas time with their families. **Christmas Carol Cup Song Medley** is just one of them. A beautiful poem titled *Take this Time* suggests rather than wishing for stuff, this Christmas, it might be a better idea to encourage the students to take this time to **plan ways they can enjoy the season with their families**. Every Christmas is a re-birth so why not approach this New Year with a new improved **attitude of gratitude** for the joy of family life.

January/February

January 6-17: Lesson # 3 & 4: Elements of Dance: This lesson opens up with a dance work out titled *La La Shakira*. Today, the students will learn the fundamental concepts of **body, space, time, energy and relationships**. They will examine what the health benefits they receive when they dance. Three types of exercises that students can combine that will give them the best results for a healthy body are **endurance, flexibility and strength**. Dance provides all three. In Grade 8, the moves they will use and re-use when deciding on choreography moves are **stretch, bend, levels, twists and rolls**. (as in shoulders). These moves provide many **combinations**. They will be introduced to a musician called *Marshmello*, who has some very unique ideas about music. The students will begin to understand the value of counting when dancing while using **shape, straight, curved and angular moves**. Exploring shapes, students will realize that body shapes that look good facing front, may not be as pleasing when viewed from another angle. They will discover the **orientation of body shapes** to convey feelings. Snowboarding and skiing YouTubes provide students with practice using **positive and negative space** alone and with partners and even small groups. Looking at a selection of pictures demonstrates this concept, especially when they **explore pathways and relationships**. Students begin to realize that movement with feeling is actually organic dance. Creating **combinations using symmetry and asymmetry** and non- contact actions like **glide, sink, fall, shiver** will get them thinking. **The Elements of Dance Rubric** sets dance expectations in place which provide assessment for the AIT. (ArtsAround Integration Teacher)

January 20- February 10: Lessons # 5, 6 & 7: Hip Hop Dance: Wild Things: With this title, you could imagine that things will get wild in three weeks of this hip-hop approach to the New Year. With hip-hop, Dance Battles are a popular way to compete with other Dance Crews. ArtsAround prefers to

approach this fun, amicable way to express movement, by identifying this entire process as a Dance Challenge. Grade 7s in ArtsAround, would have already been introduced to this concept, but with Grade 8s, the bar is raised as we take these lessons to a new level of participation. **Mihran Kirakosian**, who is a highly regarded hip-hop coach will demonstrate specific moves via YouTube. The students will also be able to follow through with this pro's dance tutorials at home, to create the best hip-hop moves they can. They will honour *Maurice Sendak* and his ever popular ***Where the Wild Things Are*** book and movie. They will hear *The Troggs*, musical group from the 1960's, sing their version of ***Wild Things***. The students will also be introduced to a current, popular, local talented singer named **Alessia Cara** who called her hit song ***Wild Things*** as well. Alessia acts as a **great role model** as the lyrics of her song encourage kids to feel free to not have to be like everyone else to be cool. Amen Alessia! ***Wild Things*** is the song all Dance Crews will perform in the Dance Challenge. The AIT will choose one class to watch the Dance Challenge, and score the Dance Crews according to the *Hip Hop Dance Performance Rubric* and score chart. MANY opportunities will be presented to Grade 8s over these three weeks. They will need to learn quickly **how to work collaboratively on a team; how to deal with frustrations and disappointment; as well as accepting accolades with grace and having empathy for others**. These qualities are important social skills that can be difficult for awkward Grade 8s students. School-wide acknowledgments to all Dance Crews will be encouraged!

February

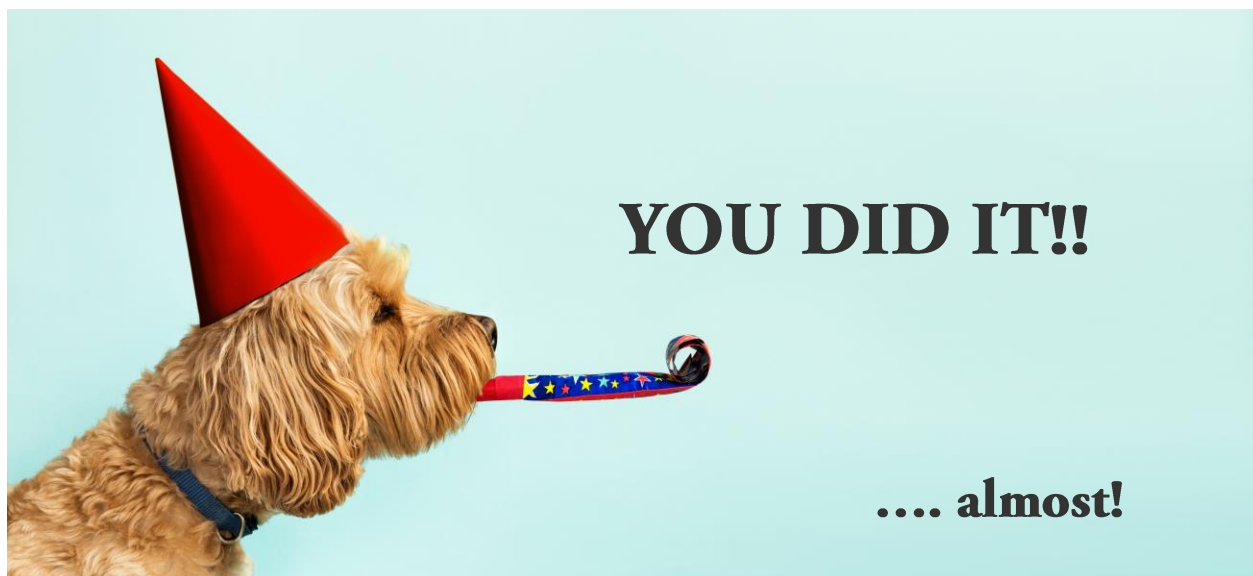
February 11-18: Lesson # 8: Adjudicating Rock & Roll Pioneers: Today the students will be adjudicating Rock and Roll professional dancers. A history of rock and roll will be covered starting with the **earliest rock and roll styles of the late 1940s and early 1950s**. Starting with **Buddy Holly to Elvis Presley** including **how much this music influenced the Beatles**, the Rolling Stones, Eric Clapton and Elton John. By using the *Professional Dance Performance Rubric*, the students will score different dance pairs who are at the ***Boogie Woogie World Championship***. Although Norway (1st place), Sweden (2nd place) and Poland (3rd place) win, the students will not know that until after they judged the same partners. At the end of the lesson, the students in partners will get a chance to 'cut a rug' to some major rock and roll songs.

February/March

February 19-March 6: Lessons # 9, 10, 11: *Dance Through the Eras*: In these lessons, the Grade 8s will take a quick look at several dance styles and how they have been celebrated: ***First Nation Pow-Wow, The Nutcracker Ballet, Tarantella Folk Dance, Disco Era and All That Jazz***. The students begin to experiment with their performances, after watching YouTubes that include teaching the students **how to do basic jazz turns and combos**. The students will really **enjoy the music of Madlib** who takes hip hop and adds **some jazz rapper synthesizing to it to create a song titled *Slim's Return***. By the end of this lesson the Grade 8's come away with a better awareness about **how music and dance demonstrate concepts like political unrest =equal rights = Broadway Musicals like Chicago= Jazz**. This whirlwind look at various dance styles will leave the students with better awareness of the agility and ability of dancers.

March/April

March 21-April 11: *Getting Ready for the Grad Dance*: Here is a chance for the kids to help decide which dances they might want to include for the BIG event. They can suggest appropriate music and begin to set up the **Play List** for this final dance at Grad. You may even want to set up a Grad Committee for dance music, with clearly outlined expectations. Together, discuss what other committees for Grad Dance that might be needed. Be sure to communicate the results with the classroom teacher. To be sure that ALL students will get to dance, the kids will learn ***Cha Cha Slide***, a slide line dance that everyone can enjoy, and laugh about for years to come.



YOU DID IT!!

.... almost!