

Lesson Plan 6

Title of Lesson: Social dancing: it's fun!

Teacher Name: Belinda A. Sáenz

Lesson Duration: 45 minutes

Age Group: 5th Grade, ages 9-11, with prior experience

Materials Needed: White board/SmartBoard, Magazines and/or images of social dance forms, paper sheets, pencils, color pencils, stereo with iPod hookup, iPod with music (Rock n Roll, Swing, Fox-Trot, Jitterbug, and other Jazz kid-friendly music).

Lesson Goals:

- To help students review their previous learned basics from social forms.
- To help them recognize incorporate the familiar components of those steps and incorporating new, individual ideas to create something new and fun.
- To help them create social awareness as they are encouraged to partner up and work in groups to create dances that include the basics, their own ideas, and partnering work.
- To help them use movement and steps to stimulate their free-style.

Learner Objectives:

- Students will be able to clearly demonstrate understanding of basic steps (social dance, social dancing, partnering, free-style, rock-step, Charleston) through execution and incorporation into creative dance making.
- They will be able to combine these movements to create their own unique “moves.”
- They will be able to repeat the basic steps individually and with a partner if they are ready.
- They will be able to recognize and verbalize when dancers are using basic steps and doing free-style movements.

Key words to use: Social Dance, Partnering, free-style, rock step, Charleston, triple step, kick-ball change, mirror, shake, slide, jumps, turns, locomotor.

LESSON ACTIVITIES:

Warm Up (10 min):

Class starts standing in a circle. Teacher will guide students through a vernacular warm up that include previous material. Remind students about their own space in relation to others for safety and freedom of movement. Introduce movements that they have learned though out the

social dance unit. Encourage them to apply these to different steps and movements into their own style...free style warm up to have fun and warm up!

Presentation of Theme (5 min):

Sitting in circle: The class has engaged in watching videos of cool social dance forms. Most students have expressed how much they love Dancing with the Stars, others have mentioned Broadway shows they have seen live or on Movies that have Swing, Rock n Roll, Salsa, etc. (raise hands) Today, we are going to put everything together and work with each other. We are going to learn a way to make up our own cool dances but instead of dancing we are going to social-dance. Using the concepts we have used like mirroring, and partnering... We are going to dance together to have fun. Challenging questions such as: "If I do a triple step...do you think a can partner with someone and still be able to do it? If we want to add a turn, how would it be? If I want to free-style and then partner up with someone and do the Charleston...would it work? Who can think of combinations like these?"

Students will combine steps they have learned in class with fun movements they enjoy while dancing at a party! Take students' suggestions, keep trying different combinations.

Group Activity/Dance Making (15 min):

Students spread out in their own spaces again. Teacher assign their groups and write the steps and movement words on the board as students review them (Social Dance, Partnering, free-style, rock step, Charleston, triple step, kick-ball change, mirror, shake, slide, jumps, turns, locomotors). Allow some time for students to try their own combinations and create a few of their own "moves." Monitor their work, support them, give suggestions when needed, and answer any questions. Distribute a piece of paper to each group and have them explain in words or drawing why their dance is fun, unique, and why is it important for them. Allow them to discuss how they are going to express their work and then encourage them to participate.

Sharing/Performance (10 min):

Assign students an order of performance. Audience will be asked to be seated at a designated area (NYU-Mirror) Show each group's work. Other students will be reminded that as audience must remain respectful and attentive. Their task will be to identify steps and movements they recognize and can name. Also they will guess why that dance is unique. They will have a piece of paper and they can write or draw their observations after each group is finished.

Group Discussion (5 min):

What steps/combinations did you see that you liked? Anything unexpected occurred? Share with your peer...someone next to you that is not from your team. Share with the class.

What did you notice in terms of partnering and group work? Did all the groups do the same? Why do you think they were different? Do you think they all are unique?

Accommodations and Modifications:

Older/More experienced students: Adding movement qualities and advanced and or new steps for any of the styles in study.

Younger/Less experienced students: Fewer steps/movement, extra time to review previous material, more guidance in putting steps/movements together, assign peer leaders to offer support. i.e. pick just one step and one movement word, provide assistance in putting them together.

Students with physical movement impairments: Focus on free-style and their particular movement abilities. Furthermore, I would focus less on calling out specific steps or holding a partner, but I would stress “moving for the sake of having fun” to the music and/or by observing other. Encourage their participating in a group and support them with ideas on how to incorporate these qualities into the group work.

Students with Social Anxiety Disorder SAD: Make sure the students are feeling comfortable through constant monitoring. Allow for individual work if the student is not able to participate in groups.

Connections with NYC Blueprint:

History and culture in dance movements, costuming and musical accompaniment.

- Describe who dances a dance, and where, when and why it is danced.
- Discuss how values and beliefs are reflected in a dance.

Apply Dance Vocabulary, Terminology and Symbols:

- Use words and symbols to describe and name dance activities and ideas
- Respond to action words and symbols with appropriate movement
- Express basic elements of dance by naming different body parts, and actions

Understand Dance as a Means of Expression and Communication:

- Use descriptive language to distinguish between contrasting movements, both as performer and observer

Analyze, Critique and Communicate About Dance:

- Recall movements and general impressions

Develop Skills and Techniques:

- Articulate body parts, shapes and actions, balance on various parts of the body,

Improvise:

- Invent original body movements in response to words

Choreograph:

- Choose and order the movements in a sequence with beginning, middle and end
- Recall, repeat and practice the sequence
- Cooperate with a partner or small group.