

Lesson Plan 1

Title of Lesson: Social Dance, what is it?

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Lesson Duration: 45 minutes

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

Materials Needed: White board/SmartBoard, Cards/images of social dance forms, paper sheets, pencils, videos (Rock n Roll, Swing, Fox-Trot, Jitterbug, etc.).

Lesson Goals:

- To introduce students to social dance forms.
- To introduce them to the basic concepts of social dance forms such as partnering and improvisation.
- To create social and cultural awareness through movement.
- To engage them into creative ideas of free-style.

Learner Objectives:

- Students will be able to define social dance.
- Students will be able to identify the general characteristics and settings of social dance forms.
- Students will be able to clearly demonstrate understanding on basic steps in social dance forms.
- They will be able to execute the movements allowing for individual expression and uniqueness.

Key words to use: Social Dance, rock step, triple step, kick-ball change, shake, shimmy.

LESSON ACTIVITIES:

Warm Up (5 min):

Start facing the mirror. Teacher will guide students through a warm up that include basic isolations, stretching, and rhythmic exercises. Remind students about their own space in relation with others for safety and freedom of movement. Introduce movements that they will learn though out the social dance unit such as footwork, style, etc.

Presentation of Theme (5 min):

Sitting in circle: Teacher will begin short discussion on what is social dance? Students will share their understanding and experience with social dance forms. Their comments will be begin our concept list: Dancing with the Stars, Broadway shows, Movies, theatre, parties, patterns, and tricks (Raise hands). Today, we are going to watch several videos with various dance forms that are social. We are going to learn some basic aspects of these social forms. We are going to dance together to have fun!!! Who has heard about swing? Rock n' roll? Charleston? Jitterbug? What do you know about those? What kind of settings is required to perform

those dances? Is the music different from each other? How are those similar or different to the ones you have seen on TV, theater, or parties?

Individual Activity/ Videos (10 min):

Students gather around the monitor to watch the video/ visual presentation. They write their observations after each clip. They reflect on the steps, movement in terms of LMA, and settings. Teacher will engage them into a discussion about the videos and their concept list from the pre-impact phase. Find relationships. Allow some time for students to reflect and share their observations. (Important emerging curriculum possibilities). Distribute a piece of paper to each student and have them explain in words or drawing why do they think social dance forms may help us create new movement.

Individual Activity/ Cards (5 min):

Students will observe several cards with images of social dance forms. They will chose one card and will write two words that describe the image in the card.

Guided instruction (10 min):

Students will stand facing the mirror. They will learn rock step, triple step and kick ball change. Students will execute the steps and will repeat those steps changing fronts, facing each other, in a big circle and lining up. Teacher will cue the changes and will guide them as necessary. Form small groups to review and peer assess.

Group Activity/Dance Making (10 min):

Students will remain in the assigned groups. Write the steps and movements on the board as review (rock step, triple step and kick ball change). Allow students to create their own combinations using the social dance steps they just learned, their observations about the videos they watched and the two words from the card they chose.

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. Offer modified movement and steps. 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.