

Course: DNCE 449 Dance Pedagogy: Children and Youth

Lesson Plan: Children aged 12-14 years

Created by: Faith Friesen, Rachel Merchant, Jasmine Sun, Allison Vliet

| OVERVIEW | | |
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| Class: Commercial jazz technique Population: Children aged 12-14 years Day and time: Wednesday nights Lesson focus/theme: Turns | | |
| Introduction | Development | Review |
| THE PURPOSE (why) | | |
| Lesson purpose: Progressing technique of basic turns into turning sequences and increasing the quality and quantity of turns while developing artistry. | | |
| Objectives/outcomes <ul style="list-style-type: none">• Psychomotor: By the end of the month, students will be able to: execute intermediate jazz dance vocabulary, turns and combinations combining several turns and travelling steps to music with the use of simple but effective technique.• Cognitive: By the end of the month, students will: translate an intermediate jazz turning sequence into movement from oral instructions. Students would be able to write out an exercise in brief order of steps (spelling aside) if necessary.<ul style="list-style-type: none">○ Overtime dancers will be able to remember more complex combinations and sequences.• Affective: By the end of the month, students will: Demonstrate personal movement confidence when dancing alone and cooperatively in groups, as well as emotion, presentation, and precision within dancing vs knowing/learning the moves. | | |
| THE CONTENT (what) | | |
| Key learnings <ul style="list-style-type: none">• Skill(s)<ul style="list-style-type: none">○ Isolate movements of various body parts while moving together to form a sequence – performed stationary and traveling. (Free movement of the head – spotting while turning.)○ Encompassing a capacity to engage the core, finding elongated posture and specifying it towards the individual dancer.○ Broadening musicality skills. (moving in time to different music structures/rhythms)○ Coordinating and learning synchronized motions for all extremities (arms, legs, phalanges)○ Execute turning sequences using different levels and directions.• Concept(s)<ul style="list-style-type: none">○ Kinesthetic awareness: Ability to isolate different body parts.○ Alignment: Develop greater body awareness of alignment and weight placement when stationary or moving.○ Musicality: Acquire better awareness of different rhythmic structures and how to move accordingly.○ Coordination: Ability to organize different body parts in time together.○ Space: Knowledge of spatial orientation in relation to movement around the space, and capability to use the space effectively through travelling.• Vocabulary:<ul style="list-style-type: none">○ Parallel, pas de bourree, chaîné, pique, fouetté, sail, chassé, isolation, ball change, passé, relevé, retiré, pivot, release, recover, contract, curve, spiral, développé, inertia, coordination, transfer, push, initiation, balance | | |
| Equipment and materials: Floor as tactile reference, therapy band, Pilates ball | | |

| THE METHOD (how) |
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| <p>Teaching approach/styles:</p> <ul style="list-style-type: none">• Incorporating multiple teaching approaches for a well-rounded experience for learners.• Teacher directed approach – will be majority command style teaching, in combination with practice and self-check elements to increase engagement and promote memorization (uses posterior brain).• Student directed approach – at some points in the lesson guided discovery will be utilized in order to start to develop bodily awareness skills (instead of relying on an outside eye), as well as including inquiry-based learning which allows students to work on their ability to ask good questions. (uses frontal lobe). |
| <p>Age and stage-appropriate teaching strategies</p> <ul style="list-style-type: none">• Variety of learning approaches = variety of teaching approaches (hands on, visual, audible).• Patience, encouragement, healthy discipline.• Repetition - (competitive students):<ol style="list-style-type: none">1. Running it slow with and without the teacher.2. Running it normal speed without music with and without the teacher.3. Running it normal speed with music with and without teacher. |
| <p>Class management strategies</p> <ul style="list-style-type: none">• Positive reinforcement: Reinforce and praise appropriate behaviour.• Responsibility: Arriving to class on time with the appropriate attire and shoes.• Noise: Waiting quietly on the side when someone else is dancing, raising your hand to ask questions and clarifications.• Conduct smooth & efficient transitions between activities.• Clarity: Ask students if they have questions after teaching an exercise. |
| <p>Assessment strategies:</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none">- Students should be able to understand and demonstrate terminology presented in class.- Students should be able to execute in class material to the best of their ability with proper technique.- Students should be able to apply specific corrections given in class. <p><u>Performance Evaluation</u> (video): Midterm and end of term</p> <ul style="list-style-type: none">- Class work is performed in two alternating groups, then all dancers watch the video during the following class (self-check).- Students discuss in peer groups what they observed in themselves after watching the video back, peers can also provide feedback, i.e. positive comments and constructive criticism (self-checklist based on comments given by teacher throughout the term – i.e. Formative Assessment).- Feedback is given by the teacher – constructive criticism as well as positive reinforcement and feedback (written document for students to bring home). |

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| LEARNING PLAN | | |
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| Introduce and prepare/warm-up (25%) – 15 min | | |
| Formation At door In the centre In the centre Circle Lines | Task: Rachel Greet + health and wellness check Attendance Review concepts for that class: turns <ul style="list-style-type: none"> Review concepts: alignment, weight placement, travel, levels, directions, musicality and movement qualities. Warm up (<i>practice style</i>) <ul style="list-style-type: none"> Pulse raiser: walking, jumping jacks, skips. Isolations: Head, shoulder, ribcage, hip. Active flexibility: Targeting the back, glutes, hamstrings, quads, and calves. Strengthening/balance: abdominal muscles, rises, retire holds- keeping it simple. | Accomp. Applause – Lady Gaga (pulse raiser) Sugar – Robin Schulz, Francesco Yates (isolations into stretch) Youth – Glass Animals (strengthening) |
| Explore, develop (learn, practice train), create (30%) – 30 min | | |
| Formation In the centre From the corner In the centre | Task: Allison, Jasmine Explore (<i>command style</i>) <ul style="list-style-type: none"> Recall positions (jazz fourth, retire, tendu, turned out, en dehors, en dedans) Foot on ball (strengthen feet muscles, working on pointe) Clam shells w side plank (therapy band) Simple tendu exercise <ul style="list-style-type: none"> Tendu right to front x2 1,2,3,4, tendu right to side x1 5,6, tendu to the back 7, arms extend out to second, transfer back into jazz forth 8, arms go to 2nd arabesque- opposite arm to your front leg is forward, up onto retiré 1,2,3,4, hands in first, on a parallel demi point lowering into parallel plie to start left side 5,6,7,8. Repeat on Left. Develop skills (<i>practice style + guided discovery</i>) <ul style="list-style-type: none"> Corner drills (développé with runs and balance incorporated) <ul style="list-style-type: none"> Start in jazz prep right foot behind, step with left développé right, supporting leg on demi point 1,2 step repeating on left 3,4, chasse pas de bourrée to right 5, 6,7,8, extra step to right to balance on that right foot arms to leaning towards the right side high 1,2,3,4, spring runs forward staring on left foot 5,6,7,8, repeat chasse pas de bourrée step and balance to left 1,2,3,4, spring point starting on right 5,6,7,8,(if time permits depending on skill level add a rise and plie in parallel). Repeat twice across the floor. Repeat again twice from left corner. Balance (one on one leg- barre and center) | Accomp. Back On 74 – Jungle Too Sweet – Hozier The Man – Taylor Swift (songs above for conditioning) Hot To Go! – Chappell Roan (Tendu) New perspective- Noah Kahan – (développés) |

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| | <ul style="list-style-type: none"> Eyes closed, one leg balance, calf raises, calf raises in retire at barre, retire with développé to second, pass relevés from jazz forth into jazz forth, adage <p style="text-align: center;">WATER BREAK</p> <ul style="list-style-type: none"> Turns in center- parallel, turned out, drills (quarter, side, full turns). <ul style="list-style-type: none"> Tendu 1,2, plié prep 3,4, retiré hold 5,6,7, come together 8. Repeat with a quarter turn x4, then half turn x2, then one full. Repeat on left. Turns from side- chaîné, pique, parallel turns (combining 2 types of turns). <ul style="list-style-type: none"> chasse 1,2, chaine 3,4, pique turn x2 5,6,7,8, pique square 2 counts each repeat. <p>Create (<i>practice style</i>)</p> <ul style="list-style-type: none"> Simple Combination involving turn sequence of 4 main turns (chaîné, pique turns, turned out turns, parallel turns) <ul style="list-style-type: none"> Pique turns 1, 2, 3, 4, chaîné 5, 6, 7, 8, chasse pas de bourrée prep 1, 2, 3, 4, passé parallel turn 5, 6, relevé second, 7, 8, chasse pas de bourrée prep turned out 1, 2, 3, 4, coupe turn 5, 6, prep tendu 7, 8. Jazz walks off with free arms. | On Melancholy Hill – Gorillaz (turning drills) |
| From the side | | Disturbia – Rihanna (turning sequence) |
| Recover/cool down and reflect (25%) – 15 min | | |
| Formation Circle | Task: Faith Cool down (<i>practice style</i>) <ul style="list-style-type: none"> Breathing in parallel with arms up x5, rolling down through spine, walk out to downward dog, peddle through the heels (8 counts hold then switch legs, repeats x6 – 3&3) Right lunge with the arm, spiral up, back knee down, triangle, bend back knee/stretch front leg, seated leg across hold stretch facing side wall, stacked crossed legs w/ forward reach, transition to plant hands to the side, back into lunge/downward dog. <ul style="list-style-type: none"> REPEAT LEFT. End child's pose, roll back up to standing. <p>Thank you's</p> <p>Discuss/Gather</p> <ul style="list-style-type: none"> Check in questions in 4 groups: <ul style="list-style-type: none"> How do we feel after doing the class material? What worked well during class? What felt the most challenging for you? <p>Exit Ticket: In 4 groups, 1-2 questions about terminology – positions.</p> <p>Farewell</p> | Accomp. Heat Waves – Glass Animals (Breath work & etc.) Tangerine – Noah Richard (Stretch continued) |
| In the centre | | |