

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		
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		

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THE METHOD (how)
<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).

