

**Course: DNCE 449 Dance Pedagogy: Children and Youth**

**Unit Block Time Plan:** Commercial Jazz Technique for Children aged 12-14 years

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

<b>OVERVIEW</b>				
<b>Class:</b> Commercial Jazz Technique Class		<b>Population:</b> Children aged 12-14 years		<b>Grade/level:</b> Intermediate
<b>Unit name:</b> Formatting technique (unit 1)				
<b>BLOCKS</b>				
Lesson 1 (Foundations of Jazz and Movement) →				Lesson 2 (Refining Technique and Choreographic Integration)
<p><b>Session 1</b> Enter Intro (Attendance and review of safe and respectful behaviors, introduction of Jazz history) Warm-up (Core-distal and head-tail movement patterns, and using breath as energy and expansion/contraction) Explore Concept (Utilizing body-side, cross-lateral, vestibular movements through different qualities, textures and time signatures from key pioneers e.g., Bob Fosse) Develop and Review Skills (Using different across the floor exercises: Intermediate positions, turns on the spot and traveling, locomotor/travelling steps.) Cool Down (Gentle stretching, and reflective group discussion on progress and goals) Exit (Positive affirmations and high-fives)</p>	<p><b>Session 2</b> Review lesson <b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Turns (retiré, tendu, Jazz fourth, Jazz second)</li> <li>- Traveling locomotor movements</li> <li>- Levels (across the floor: all three levels)</li> <li>- Tempo/timing (working on 6 count time measures)</li> </ul> <p><b>New:</b> Laban movement efforts (introducing the qualities and having the dancers try the movements in a phrase, then have a discussion and identify where some of those efforts are already implemented in our material)</p>	<p><b>Session 3</b> Review lesson <b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Laban movement efforts (Improv game)</li> </ul>	<p><b>Session 4</b> Review lesson <b>Review:</b></p> <ul style="list-style-type: none"> <li>- Jazz history (timeline of development, locations and key pioneers, e.g., Kathrine Dunham, Bob Fosse, and the Lindy Hop Dancers)</li> <li>- Kicks (front, side, back, fan)</li> <li>- Locomotor jumps (split leaps, spring runs, traveling Russians)</li> </ul> <p><b>New:</b></p> <ul style="list-style-type: none"> <li>- Stationary Jumps (double attitude, assemblé, static Russian)</li> </ul> <p><b>Create:</b></p> <ul style="list-style-type: none"> <li>- Formations (dancers work together in groups to create formations to be used in next class)</li> </ul>	<p><b>Session 5</b> Enter Intro (Attendance and wellness check) Warm-up (Focusing on tempo and timing) Explore Concept (Core-distal and head-tail movement patterns, and using breath as energy and expansion/contraction) Develop Skills (Across the floor: kicks, stationary and travelling jumps) <b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>- Intermediate positions</li> <li>- Turns on the spot and travelling)</li> </ul> <p>Create (Create 4 8s using concepts and skills learned previously, with formations created the previous class) Cool Down (Gentle stretching, and reflective group discussion on progress and goals) Exit (Positive affirmations and high-fives)</p>
→				Lesson 3 (Artistic Expression and Performance Readiness)

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<p><b>Session 6</b> Review lesson <b>Developing:</b> Group dances (facing the back of the room, cleaning, etc.)</p>	<p><b>Session 7</b> Review lesson <b>New:</b></p> <ul style="list-style-type: none"> <li>- Introduction of ISTD isolations and exercise combining popping, locking, articulation and isolations</li> <li>- Introduction of drills/breakdowns of barrels, turning axils, Baryshnikov</li> </ul> <p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>- Showcase of group dances</li> </ul>	<p><b>Session 8</b> Review lesson <b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>- Kicks</li> <li>- Traveling locomotor movements</li> <li>- Locomotor jumps</li> <li>- Stationary jumps</li> <li>- Laban ME</li> <li>- Tempo/timing</li> <li>- Spatial relationships</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Isolations (popping, locking, articulation, isolation)</li> <li>- Turning jumps (barrels, turning axils, Baryshnikov turns, chasses coupes)</li> </ul>	<p><b>Session 9</b> Enter Intro (Attendance and wellness check) Warm-up Review concepts (Across the floor exercises, group dances, and have a discussion about Jazz history) Create (Teacher and students collaboratively create a combo using concepts and skills learned previously) Cool Down (Reflective group discussion on progress and goals) Exit (Positive affirmations and high-fives)</p>	<p><b>Session 10</b> Review Lesson <b>Developing:</b> Group dances and combo (student feedback: showing dances to each group and talking about where to improve and stylize more)</p>
Lesson 4 (Progression and Assessment)				
<p><b>Session 11</b> Review lesson <b>Review:</b></p> <ul style="list-style-type: none"> <li>- Review group dances and combo to prepare for performance</li> </ul>	<p><b>Session 12</b> Family &amp; Friends Viewing Day Perform lesson <b>Review for assessment:</b> Intro (Provide an overview of Jazz history including a timeline, elements, influential figures, etc. to family &amp; friends) <b>New:</b> Sails and fouettés (dancers first try the basis of the movement at the barre)</p>	<p><b>Session 13</b> Enter Intro (Attendance and wellness check) Warm-up <b>Review for assessment:</b></p> <ul style="list-style-type: none"> <li>- Recognize, write and demonstrate intermediate Jazz positions</li> <li>- Across the floor and center exercises: stationary/travelling turns/jumps, kicks, and travelling steps</li> <li>- Use of body-side, cross-lateral,</li> </ul>	<p><b>Session 14</b> Review Lesson <b>Quiz:</b></p> <ul style="list-style-type: none"> <li>- Stationary jumps</li> <li>- Locomotor jumps</li> </ul> <p>(Dancers learn and demonstrate a sequence of jumps in groups, and are provided feedback from both teacher and peers) <b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>- Jazz history (Dates, locations, choreographic/aesthetic elements, influential figures, etc.)</li> </ul>	<p><b>Session 15</b> Assessment day: <b>Test:</b> (Students will be put into small groups for assessment)</p> <ul style="list-style-type: none"> <li>- Demonstrate and write out intermediate Jazz positions</li> <li>- Demonstrate turning sequences across the floor and in center with travelling steps</li> <li>- Demonstrate kicks in center and across the floor</li> </ul>

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		<p>vestibular movements through different qualities, and textures</p> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Travelling jumps - split leaps, spring runs, traveling Russians</li> <li>- Sails and fouetté (more complex barre exercise)</li> <li>- Spatial relationship (formation game)</li> </ul> <p>Cool Down (Stretching, and reflective group discussion on Family &amp; Friends Viewing Day)</p> <p>Exit (Positive affirmations and high-fives)</p>	<ul style="list-style-type: none"> <li>- Using breath as energy and through expansion/contraction</li> <li>- Core-distal and head-tail movement patterns, using throughout different levels</li> <li>- Use of body-side, cross-lateral, vestibular movements through different qualities, and textures</li> <li>- Turning jumps (barrels, turning axils, Baryshnikov turns, chasses coupes)</li> <li>- Execution of movement: stationary and traveling movements</li> <li>- Spatial formations (center formations: staggered lines &amp; across the floor: on diagonal and horizontally)</li> </ul> <p>Verbal feedback: what we see the dancers working on and where they can improve before the test.</p>	<ul style="list-style-type: none"> <li>- Identify and clap out musical signatures</li> <li>- Perform group dances and combo</li> </ul> <p>Cool Down (Stretching, and reflective group discussion on assessment day)</p> <p>Exit (Positive affirmations and feedback sheets will be handed out)</p>
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