

sacramento Ballet

Leaps & Bounds

William Land Elementary

2021/22 School Year

SYLLABUS

In this 30 week after-school class series, students will be introduced to multiple dance forms, including commercial street dance (hip-hop), ballet, jazz, and modern. Students will also learn elements of storytelling through movement, choreographic composition, theater etiquette and expectations, as well as learn and perform a culminating dance work choreographed by the instructor. Students will also have the opportunity to participate in a field trip to watch a live company rehearsal of The Sacramento Ballet (subject to change depending on restrictions related to Covid19). Throughout the series, students will learn to express feelings through dance, develop spatial awareness, improve listening, enhance coordination and discover the history and vocabulary related to numerous dance forms.

Teaching Artist: Gawzong Emily Vang

Class Schedule: Tuesdays, 3:00-3:55, 4:00-5:00

Location: William Land Elementary

Grade Level(s): 4-6, 2-3

COURSE OVERVIEW

Class 1 (Oct12): Introduction to Dance and Rhythm
Class 2 (Oct 19): 5 Elements of Dance
Class 3 (Oct 26): Introduction to Commercial Street Dance (Hip-Hop)
Class 4 (Nov 2): Elements of Commercial Street Dance 1
Class 5 (Nov 9): Elements of Commercial Street Dance 2
Class 6 (Nov 16): Elements of Commercial Street Dance 3
Class 7 (Nov 30): Introduction to Ballet
Class 8 (Dec 7): Storytelling and Pantomime in Ballet
Class 9 (Dec 14): The Nutcracker Ballet
Class 10 (Jan 4): Elements of Ballet 1
Class 11 (Jan 11): Elements of Ballet 2
Class 12 (Jan 18): Elements of Ballet 3
Class 13 (Jan 25): Elements of Ballet 4
Class 14 (Feb 1): Introduction to Jazz Dance
Class 15 (Feb 8): Elements of Jazz Dance 1
Class 16 (Feb 15): Elements of Jazz Dance 2/Introduction to Musical Theater
Class 17 (Feb 22): Elements of Jazz Dance 3
Class 18 (Mar 1): Introduction to the Choreographic Process
Class 19 (Mar 8): Choreographic Process 1/Theater Etiquette
Class 20 (Mar 15): Site visit to Sacramento Ballet company rehearsal
Class 21 (Mar 22): Reflection on Dance Appreciation/Choreographic Elements
Class 22 (Mar 29):Introduction to Modern Dance
Class 23 (Apr 5):Elements of Modern Dance 1
Class 24 (Apr 19): Set and Stage Final Performance 1
Class 25 (Apr 26): Set and Stage Final Performance 2
Class 26 (May 3): Set and Stage Final Performance 3
Class 27 (May 10): Set and Stage Final Performance 4
Class 28 (May 17): Set and Stage Final Performance 5
Class 29 (May 24): Set and Stage Final Performance 6
Class 30 (May 31): Set and Stage Final Performance 7 / Reflection
Jun 8 - ARTS FESTIVAL SHOWCASE

Leaps & Bounds

2021/2022

Class 1 *Introduction to Dance and Rhythm*

CAS Anchor Standards:

2.DA:Cr2

b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

Lesson Learning Objective: *Introduce students to the instructor's expectations of their engagement with the Leaps & Bounds program. Provide understanding of the program's goals in preparation for the culminating performance, the daily class activities, student expectations, and establish the classroom agreements. Form an idea of what dance is, and what to expect from the class.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Introduce the course and the instructor. Discuss the syllabus for the year, the field trip to the dance studios, the culminating presentation in June, and the instructor expectations. Acclimate students to their daily routine—where personal belongings are stored, take attendance, appropriate attire and footwear. Provide the definition of dance, and have each student talk about what dance means to them. Ask them of previous experiences they have had related to dance.

Activity: The name gesture game: in a circle formation, one by one each student will say their name and make a gesture with their hands that illustrates their name. Then, the rest of the class will say that student's name and repeat their gesture. Repeat the game to some music, and have the students perform their gestures in a call and response mode in correct timing with the music.

Discussion: Explain the difference between rhythm and tempo, and their importance in dance. Explain that most music patterns used in dance are based on counts of 8, and count out patterns of 8 together.

Activity: Try different clapping patterns with the children. Have them Clap 1, 2, 3, 4, quiet 5, 6, 7, 8. Then clap 1 – 8, quiet for next 1 – 8., etc. Then break them into smaller groups, and have one group clap on count 1 & 5, and the other clap on Count 2 & 6, etc.

Game: Play the game "pass the beat around the room". All of the students sit in a circle. Each student in turn says one syllable of the phrase "pass the beat around the room", as in

"pass-the-beat-a-round-the-room" and the last student claps. The syllables and the clap create a phrase of 8. Have this continue until one student makes a mistake, or claps or speaks out of rhythm. If they make a mistake, they are out. Slowly increase the tempo as the game continues.

Cooldown/reverance: teach the goodbye sequence that will happen every week

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2021/2022

Class 2 ***5 Elements of Dance***

CAS Anchor Standards:

1.DA.Cr1

b. Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance.

Lesson Learning Objective: *Learn the 5 elements of dance, physically demonstrate embodied knowledge of different types of movement dynamics*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: watch the "Elements of Dance" video (<https://www.youtube.com/watch?v=UGuD9Geeb2k>). Reflect on the 5 elements of dance (Body, action, space, time, energy). Write down some adjectives to describe different body parts, actions, sizes, times, and energetic levels that could be used in a dance.

Free dance: Take the words that were written down from the discussion on the 5 elements of dance, and rip them apart so that each word is on a small piece of paper. Separate the different elements into different piles, and then pick one word from each pile. Break the students into groups, and have them perform free movement that corresponds to those directions. For example, you might pull "head" from the body pile, "swoop" from the action pile, "tiny" from the size pile, "fast" from the time pile, and "frantic" from the energetic pile. Have that group perform that type of movement.

Dance: Have the students create a short dance phrase that uses a variety of tempos, shapes, sizes, and energy levels, utilizing an "I go, you go" format.

Game: Revisit "pass the beat around the room"

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

***Class 3* Introduction to Commercial Street Dance (Hip-Hop)**

CAS Anchor Standards:

2.DA:Pr4

b. Identify the length of time a movement or phrase takes (e.g., whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.

c. Select and apply appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Lesson Learning Objective: *Learn the origins of Hip-Hop culture, learn and perform movements related to hip-hop dance*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch this video on the origins of breaking associated with hip-hop culture. <https://www.youtube.com/watch?v=9TMBWCcYs3o>. Then watch this video on how hip-hop dance has evolved over time <https://www.youtube.com/watch?v=Pm5RBCKNmYw>. Use the 5 elements of dance to identify the characteristics associated with this form of dance.

Activity: Introduce students to simple movement patterns associated with hip-hop dancing, such as bounces, step touch, walking patterns. Then teach a selection of “old school” hip hop party dances—“Kid n Play”; “Roger Rabbit”; “Smurf”—utilizing Rennie Harris’ “Eights” taught in a series of 8 counts facing down stage for 8 counts, stage left for 8 counts, up stage for 8 counts, stage right for 8 counts and finally back to down stage for 8 counts before moving on to the next party dance to be covered.

When all of the party dances are learned, create a combination linking together the different party dances with the movement patterns in a particular sequence.

Free dance: Have the students stand in a circle, with one student in the middle. Bring a pair of sunglasses, and give the sunglasses to the student standing in the middle of the circle. Turn on some appropriate hip-hop music. Have that student perform an improvisation of the dances learned that day, and anything else they’d like to dance. When they are finished dancing, they pass the glasses to the next student, and they go into the circle and dance.

Cooldown/reverance: repeated weekly

Leaps & Bounds 2021/2022

Class 4 *Elements of Commercial Street Dance 1*

CAS Anchor Standards:

2.DA:Pr4

b. Identify the length of time a movement or phrase takes (e.g., whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.

c. Select and apply appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Lesson Learning Objective: *learn stage directions, learn and explore popular hip-hop dances, display embodied knowledge of hip-hop dance styles, demonstrate retention of choreographed movement*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: teach stage directions corresponding to all concert dance forms (upstage, downstage, stage left, stage right, center stage, downstage left, downstage right, upstage left, upstage right). Play a little game where the teacher runs around the space, and the students identify where the teacher is standing using the correct stage direction.

Activity: Continue exploration of movement patterns associated with hip-hop dance. Then introduce students to a selection of "new school" hip hop party dances of the teacher's choice, utilizing Rennie Harris' "Eights" taught in a series of 8 counts facing down stage for 8 counts, stage left for 8 counts, up stage for 8 counts, stage right for 8 counts and finally back to down stage for 8 counts before moving on to the next party dance to be covered.

Review the hip-hop combination from last week. Create a new combination linking together the previous week's combination with this week's party dances and choreographed movement patterns.

Have one half of the students watch the other half, and comment on what they enjoyed about each other's performances.

Cooldown/reverance: repeated weekly

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2021/2022

Class 5* *Elements of Commercial Street Dance 2

CAS Anchor Standards:

3.DA:Pr4

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

Lesson Learning Objective: expand knowledge of hip-hop dances, display increased embodied knowledge of hip-hop dance styles, demonstrate retention of extended choreographed movement, error detection correction, retention, and process-based-learning.

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Review the hip-hop combination from the last two weeks. Provide critique and feedback on the accurate execution of the movement with the appropriate musicality. Create a new combination linking together the previous two week's combination with this week's choreographed movement patterns.

Cooldown/reverance: repeated weekly

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2021/2022

Class 6 ***Elements of Commercial Street Dance 3***

CAS Anchor Standards:

2.DA:Pr4

a. Demonstrate clear directionality and intent when performing locomotor and nonlocomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts.

Lesson Learning Objective: *expand knowledge of hip-hop dances, display increased embodied knowledge of hip-hop dance styles, demonstrate retention of extended choreographed movement, error detection correction, retention, and process-based-learning. Accurately perform an extended phrase of choreographed hip hop dance movement.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Review the previous weeks' hip-hop choreography. Give feedback on accuracy of the timing and steps. Have the students review and practice performing the choreography as accurately as possible in small groups. Then, each group will take turns performing the choreography for the rest of the class. Finally, have the entire class perform the dance together, and film it on a device for them to share with their friends and family.

Discussion: discuss the experience of dancing hip-hop. Review the origins of hip hop, and have the students reflect on what feelings or emotions they experience when dancing hip-hop. Have the students reflect on the process of learning choreography.

Game: revisit pass the beat around the room

Cooldown/reverance: repeated weekly

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Class 7 *Introduction to Ballet*

CAS Anchor Standards:

6.DA:Pr4

b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in a variety of meters

2.DA:Pr4

c. Select and apply appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Lesson Learning Objective: Learn the history and origin of classical ballet, learn the French terms for a variety of ballet steps, learn the concept of "spotting", accurately perform a chienne turn.

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch the video on the history of ballet

(<https://www.youtube.com/watch?v=ujZYW93KFuY>). Discuss what is learned in the video. Ask the students what they think of when they hear the term "ballet.". Ask the students what they saw in the video, and how it differs from hip-hop.

Activity: Teach the 5 basic positions of ballet. Then introduce the idea of spotting. Tell the students this is how ballet dancers learn how to turn and not lose their balance. End with teaching simple chienne turns across the floor, one at a time. Finish teaching simple jumps (sautés) in first and second position.

Finish with introducing the idea of a reverance, and teach the students how to bow or curtsy.

Cooldown/reverance: repeated weekly

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Class 8 ***Storytelling and Pantomime in Ballet***

CAS Anchor Standards:

5.DA:Cr1

b. Construct and solve multiple movement problems to develop choreographic content.

5.DA:Cr2

b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

1.DA:Cr2

b. Choose movements that express an idea or emotion, or follow a musical phrase.

***Lesson Learning Objective:** Grasping the concept of non-verbal communication, learning different traditional ballet mime, creating meaning from the interpretation of non-verbal communication.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Start a discussion on ways to communicate without using words. Talk about how people use gestures, facial expressions, even clothes and decorations to communicate different emotions or intents. Ask the students about some examples of non-verbal communication.

Then, talk about how many ballets tell stories, and that they do so without words. Watch the video on ballet mime (<https://www.youtube.com/watch?v=2UtQAoLVu2A>).

Activity: Teach the students a few different traditional ballet gestures, including those found in the video (you, me, see, over there, here, love, dance, why, marry, die, queen/king, tears, etc.) Then think of some other gestures used in daily life, such as wave, bow, high five, stop, peace sign etc. Next, ask students to think of other gestures that demonstrate emotions—happy, sad, shy, excited, etc. On chart paper, write down a list of the suggested gestures. Then, break the students into smaller groups. Provide each group with a scenario that they have to figure out how to convey only through gesture. Have each group perform their sequence of gestures to the rest of the class, and have the class try to figure out the scenario they are enacting.

Cooldown/reverance: repeated weekly

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Class 9 *The Nutcracker and Pantomime*

CAS Anchor Standards:

4.DA.Cr1

a. Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).

Lesson Learning Objective: *Grasping more fully the concept of non-verbal communication, learning a specific passage of ballet mime, creating meaning from the interpretation of non-verbal communication.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Recap on the previous week's discussion on non-verbal communication. Ask if anyone has ever seen "The Nutcracker" ballet and discuss their experiences.

Activity: The class will be introduced to the ballet postures and gestures performed by the Nutcracker Prince and Clara, and practice performing their movement phrase as accurately as possible. Then, in small groups students will interpret the dialogue they imagine the movement illustrates. Each small group of students will be split into half, one half will perform the "dance interpreter" vocalizing the dialogue they come up with and the other half will act out the vocalization as the Prince, then they will switch. All group members will be responsible for contributing dialogue or ideas about the dialogue for their dance and performing the interpretation of the dialogue.

Review: Review the commercial street dance combination from lesson 6

Cooldown/reverance: repeated weekly

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Class 10 *Elements of Ballet 1*

CAS Anchor Standards:

4.DA:Pr4

a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

2.DA:Cr1

b. Combine a variety of movements while manipulating the elements of dance.

Lesson Learning Objective: Review the 5 positions of ballet, learn basic ballet steps and techniques, learn the French terminology corresponding to the steps.

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Check in with the students on their holidays. Have each student share one thing they enjoyed about the holiday break. Watch the video featuring the Pas de Deux from "The Flames of Paris" (<https://vimeo.com/599811862>). Revisit the 5 elements of dance, and analyze the movement through that lens.

Activity: Review the 5 basic ballet positions. Then introduce: plié (bend), tendu (stretch), élevé (rise), port de bras (carriage of the arms), sauté (jump). Create a combination including these steps across the floor.

Cooldown/reverance: repeated weekly

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Class 11 ***Elements of Ballet 2***

CAS Anchor Standards:

4.DA:Pr4

a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

2.DA:Cr1

b. Combine a variety of movements while manipulating the elements of dance.

***Lesson Learning Objective:** Demonstrate the 5 positions of ballet, demonstrate retention of basic ballet steps and techniques, expand knowledge of basic ballet, recall and learn the French terminology corresponding to the steps. Begin putting steps together in a basic combination.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch this video about what it takes to become a ballet dancer (<https://www.youtube.com/watch?v=oZHiROJdEfc>). And then watch this video from The Royal Ballet School (https://www.youtube.com/watch?v=q3dbub4YC_g). Discuss what the training process is like to become a ballet dancer.

Activity: Review the 5 basic ballet positions, along with pli  , tendu, elev  , port de bras, and saut  . Expand to include degag  , coup  , pass  . Practice these steps moving across the floor. Include marching with high knees across the floor. Review concepts of spotting. Review chaine turns across the floor.

Game: Revisit pass the beat around the room.

Cooldown/rever  nce: repeated weekly

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Class 12 ***Elements of Ballet 3***

CAS Anchor Standards:

4.DA:Pr4

a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

2.DA:Cr1

b. Combine a variety of movements while manipulating the elements of dance.

***Lesson Learning Objective:** Learn about the ballerina Misty Copeland. Demonstrate the 5 positions of ballet, demonstrate enriched retention of basic ballet steps and techniques, expand knowledge of basic ballet, recall and learn the French terminology corresponding to the steps. Begin putting steps together in basic combinations.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch this video about Misty Copeland

(<https://www.youtube.com/watch?v=J9BIBGD0XoA>). Discuss her life and the trials that she has had to overcome in her career.

Activity: Review the 5 basic ballet positions, along with plié, tendu, élevé, port de bras, sauté, dégagé, coupé, passé, marching with high knees across the floor, spotting, chaine turns across the floor. Teach arabesque, and pique passé across the floor. Expand to chassés and jetés across the floor.

Teach an extended combination that includes the ballet steps learned so far.

Cooldown/reverance: repeated weekly

Leaps & Bounds

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Class 13 ***Elements of Ballet 4***

CAS Anchor Standards:

4.DA:Pr4

a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

2.DA.Cr1

b. Combine a variety of movements while manipulating the elements of dance.

***Lesson Learning Objective:** Demonstrate the 5 positions of ballet, demonstrate retention of basic ballet steps and techniques, expand knowledge of basic ballet, recall and learn the French terminology corresponding to the steps. Continue putting steps together in more advanced combinations.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Review all steps learned over the past few weeks, including: the 5 basic ballet positions, along with pli  , tendu, elev  , port de bras, saut  , degag  , coup  , pass  , marching with high knees across the floor, spotting, chaine turns across the floor, arabesque, pique pass   across the floor, chass  s and jetes across the floor. Instead of showing the steps, have the students show which step corresponds to the appropriate French term.

Expand upon last week's ballet combination, and film it for the students to share with their friends and family.

Discussion: discuss the experience of dancing ballet. Review the origins of ballet, and have the students reflect on what feelings or emotions they experience when dancing ballet. How does this experience compare to commercial street dance?

Cooldown/rever  nce: repeated weekly

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Class 14 Introduction to Jazz Dance

CAS Anchor Standards:

3.DA:Pr4

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

5.DA:Pr4

c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.

Lesson Learning Objective: Learn the origins of jazz dance, verbally identify the physical characteristics of jazz dance, learn a series movements associated with jazz dance, learn the fruit salad game

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch this video on the history of jazz dance

(<https://www.youtube.com/watch?v=pC4xX3E2JOk&t=5s>). Then this video on early jazz dance (<https://www.youtube.com/watch?v=mK8s3-1A1Oc>). And finally this video on the progression of jazz dance through time (<https://www.youtube.com/watch?v=Nrewu6r4ZwA>). Revisit the 5 elements of dance to describe the characteristics of jazz dance, and how they compare to ballet.

Activity: Teach a series of jazz dance steps going across the floor appropriate for the age range in the class. Then create a simple combination utilizing the steps taught.

Game: Teach fruit salad game. Create a movement corresponding to the name of a fruit, e.g. "grape" equates to arms in first position. Demonstrate the movements corresponding to the appropriate fruit, and have the students copy you. Then call out the names of the fruits, and have the children demonstrate the appropriate movement. When a child makes a mistake, they are out of the game. Repeat until there is a winner, and then ask that child their favorite fruit, and have them create another gesture corresponding to that fruit. Over time the amount of gestures in the game increases.

Cooldown/reverance: repeated weekly

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2021/2022

Class 15 *Elements of Jazz Dance 1*

CAS Anchor Standards:

3.DA:Pr4

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

5.DA:Pr4

c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.

Lesson Learning Objective: *learn the a series movements associated with jazz dance, demonstrate physical retention of the previous week's combination*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Teach a series of jazz dance steps going across the floor appropriate for the age range in the class. Review the combination from last week, and expand to make it longer.

Game: Revisit fruit salad game

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

***Class 16* Elements of Jazz Dance 2/Introduction to Musical Theater**

CAS Anchor Standards:

3.DA:Pr4

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

5.DA:Pr4

c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.

Lesson Learning Objective: *learn the history of Broadway and Musical Theater, learn a series movements associated with jazz dance, demonstrate physical retention of the previous two week's combination, create associations*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Learn about the association of jazz dance with musical theater. Watch this video about the history of Broadway (<https://www.youtube.com/watch?v=VJNiug1wnNo>). Ask the students about their experiences with musical theater, such as if anyone has ever seen "Hamilton." Let the students know that most musical theater productions use many elements of jazz dance.

Activity: Teach a series of jazz dance steps going across the floor appropriate for the age range in the class. Review the combination from the last two weeks, and expand to make it longer.

Game: Revisit fruit salad game

Cooldown/reverance: repeated weekly

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Class 17 *Elements of Jazz Dance 3*

CAS Anchor Standards:

3.DA:Pr4

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

5.DA:Pr4

c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.

Lesson Learning Objective: learn the a series movements associated with jazz dance, demonstrate physical retention of the previous three week's combination, create concrete personal associations with jazz dance

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Teach a series of jazz dance steps going across the floor appropriate for the age range in the class. Review the combination from the last three weeks. Rehearse the combination, and give critiques on how to make it better and more musical.

Film the dance on a phone camera for the students to share with their friends and family.

Discussion: Have the students verbally reflect on the physical experience of jazz dance. How does it make them feel? How does it compare to ballet and hip-hop? What were things that they liked or didn't like about jazz dance?

Cooldown/reverance: repeated weekly

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Class 18 *Introduction to Choreographic Process*

CAS Anchor Standards:

6.DA.Cr1

b. Explore various movement vocabularies to transfer ideas into choreography

Lesson Learning Objective: *learn about the process of choreography, participate in the creation of piece of choreography, demonstration retention of created steps*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch this video about the “term” choreography (<https://www.youtube.com/watch?v=4O23A83uz4U>) . Watch these two videos on the process of choreography (<https://www.youtube.com/watch?v=V7O-28tRb4U>) (<https://www.youtube.com/watch?v=ocgoNsaKbdk>).

On a piece of paper, write out and discuss the elements that go into creating a dance: **1. Purpose 2. Structure 3. Music 4. Movement and Structural Dynamics**. The **purpose** is the “why.” Are you creating dance: for a showcase, for students, for fun, for a theater, for an exercise?, etc. The **structure** addresses the needs responding to the purpose - how long, how many dancers, what style? Etc. The selection of the **music** comes next, responding to the elements found in the structure. And the **movement dynamics** respond to the music and all of the other elements, while the **structural dynamics** respond to how the movements are organized or repeated.

Activity: Create a series of movements or gestures corresponding to a letter. For example, letter A could be a twirl with your arms in fifth position. Letter B could be a kick to the front. Etc. Facilitate the creation of 5 steps corresponding to A-E. Have the students repeat and recall the movements, and then mix up the order. E.g. CBA

Cooldown/reverance: repeated weekly

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Class 19 *Choreographic Process 1/Theater Etiquette*

CAS Anchor Standards:

2.DA:Cr3

Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

Lesson Learning Objective: learn about the process of choreography, participate in the creation of a piece of choreography, demonstration retention of created steps

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Review the movements corresponding for letters A-E. Then have the students break into smaller groups. Have the students mix up the structure of the letters, and even have them repeat certain phrases, i.e. ABC, ABA, CBC, etc. Have the students memorize their combinations, and then perform them in front of the class.

Discussion: Have a discussion about the field trip coming up next week and talk about theater etiquette.

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

Class 20 ***Site Visit to Sacramento Ballet Rehearsal***

CAS Anchor Standards:

3.DA:Cr2

a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures

Lesson Learning Objective: *Follow the theater etiquette protocols outlines in the previous class, identify and articulate in writing unique physical characteristics of the dances they are viewing*

Activity: Watch a live or live-streamed Sacramento Ballet company rehearsal.

Discussion: Have the students identify aspects of the 4 elements of dance composition in the piece they are watching. Have them write down their observations for the following class.

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2021/2022

Class 21 ***Dance Appreciation/Choreographic Process 2***

CAS Anchor Standards:

4.DA.Cr1

a. Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).

4.DA:Cr2

b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

Lesson Learning Objective: *Gain meaning from a discussion about dance, create an original piece of choreography based upon the experience of watching a professional dance performance*

Discussion: Sit in a circle and have the students share some of the observations they wrote down from last week's visit to the Sacramento Ballet. Have them each come up with 5 adjectives to describe their experience.

Activity: Have the students create 3 gestures representing their experience of watching the Sacramento Ballet. Then have them share those gestures with two other students. As a group, have the students create a dance responding to the previous week's performance. Have each group perform their dance, and then have the students discuss what they saw in each other's dances, and how it corresponds to the dance work presented by the Sacramento Ballet.

Cooldown/reverance: repeated weekly

Leaps & Bounds 2021/2022

Class 22 *Introduction to Modern Dance*

CAS Anchor Standards:

3.DA:Pr4

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

5.DA:Pr4

c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.

Lesson Learning Objective: Learn the history of modern dance, verbally identify the physical characteristics of modern dance, learn a series movements associated with modern dance, learn the fruit salad game

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch this video on the history of modern dance

(<https://www.youtube.com/watch?v=13fPhE5p4jk>) Then, watch this video of Martha Graham's Lamentation (<https://vimeo.com/12748817>). Revisit the 5 elements of dance to describe the characteristics of modern dance, and how they compare to ballet, jazz, and commercial street dance.

Activity: Teach a series of modern dance steps going across the floor appropriate for the age range in the class. Then create a simple combination utilizing the steps taught.

Free dance: Improvisation is a big part of modern dance. Have about 5 different pieces of music ready, with different tempos, tones, feelings, etc. Play one piece of music, and have the students improvise responding to the qualities of that particular piece of music. Then switch it up, and have them continue. Encourage them to change the dynamics of their movement in response to the changing dynamics of the music.

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

Class 23 *Elements of Modern Dance 1*

CAS Anchor Standards:

3.DA:Pr4

c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

5.DA:Pr4

c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.

Lesson Learning Objective: *learn a series movements associated with modern dance, demonstrate physical retention of the previous week's combination*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Discussion: Watch this video on famous modern dance choreographer Jose Limon (<https://www.youtube.com/watch?v=GpyWNh3X8q8>). Talk about some things that were mentioned in the video.

Activity: Teach a series of modern dance steps going across the floor appropriate for the age range in the class. Review the combination from last week, and expand to make it longer. Film the exercise to share it with family and friends.

Game: Revisit fruit salad game

Cooldown/reverance: repeated weekly

Leaps & Bounds 2021/2022

Class 24 *Set/Stage Final Performance 1*

CAS Anchor Standards:

4.DA:Pr4

a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.

Lesson Learning Objective: *learn the series movements corresponding to the finale, re-learn the commercial street dance combination*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Teach the beginning steps of a short finale to be presented at the final showing.

Quickly review the modern combination from the previous week. Then review the commercial street dance routine from the beginning of the year that was filmed in class 6. Watch the video and re-teach the combination, to be presented for the final showing.

Game: Revisit pass the beat around the room (if you have time)

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

Class 25 *Set/Stage Final Performance 2*

CAS Anchor Standards:

4.DA:Pr4

- a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.
- b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.

5.DA:Cr2

- a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
-

Lesson Learning Objective: learn the series movements corresponding to the finale, re-learn the commercial street dance combination

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Review the modern and hip-hop combinations. Have the students choreograph their own additions to the hip-hop routine and integrate it into a larger classroom dance. Review and continue with the finale.

Game: Revisit pass the beat around the room (if you have time)

Cooldown/reverance: repeated weekly

Leaps & Bounds 2021/2022

Class 26 *Set/Stage Final Performance 3*

CAS Anchor Standards:

4.DA:Pr4

a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.

5.DA:Cr2

a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

Lesson Learning Objective: *continue learning the series movements corresponding to the finale, re-visit and expand the commercial street dance combination*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Finish teaching a short finale to be presented at the final showing. Review the modern combination.

Finish the review of the commercial street dance routine from the beginning of the year plus new additions.

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

***Class 27* Set/Stage Final Performance 4**

CAS Anchor Standards:

4.DA:Pr4

a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.

b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.

Lesson Learning Objective: demonstrate retention of the series movements corresponding to the finale and the commercial street dance combination, review the ballet combination.

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Review the finale and the street commercial street dance routines. Learn the ballet combination filmed in class 13.

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

Class 28 **Set/Stage Final Performance 5**

CAS Anchor Standards:

4.DA:Pr4

- a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.
 - b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.
 - c. Analyze and refine phrases by incorporating a greater range of energy and dynamic changes to heighten the effect of their intent.
-

Lesson Learning Objective: *demonstrate retention of the series movements corresponding to the finale, the commercial street dance combination, the modern dance combination, and finish the ballet combination. Begin to re-learn the jazz combination.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Review the finale, the modern combination, the street commercial street dance routine, and the ballet combination. Begin re-learning the jazz combination.

Cooldown/reverance: repeated weekly

Leaps & Bounds
2021/2022

Class 29 *Set/Stage Final Performance 6*

CAS Anchor Standards:

4.DA:Pr4

- a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.
 - b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.
 - c. Analyze and refine phrases by incorporating a greater range of energy and dynamic changes to heighten the effect of their intent.
-

Lesson Learning Objective: *demonstrate retention of the series movements corresponding to the finale, the commercial street dance combination, and the ballet combination. Finish re-learning the jazz combination.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Finish the jazz combination. Run the whole show in order > Commercial street dance, ballet, jazz, modern, finale.

Cooldown/reverance: repeated weekly

Leaps & Bounds 2021/2022

Class 30 *Set/Stage Final Performance 7/Reflection*

CAS Anchor Standards:

4.DA:Pr4

- a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.
- b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasings. Recognize and respond to tempo changes as they occur in dance and music.

6.DA:Pr4

- a. Refine partner and ensemble skills in the ability to determine distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with a partner or group in near and far space.
 - b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in a variety of meters
 - c. Use the internal body force created by varying tension within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to dance phrases.
-

Lesson Learning Objective: *demonstrate retention of the series movements corresponding to the commercial street dance combination, the ballet combination, the jazz combination, the modern combination, and the finale. Prepare for the final performance.*

Warm Up: a sequenced warm-up lead by the instructor and repeated from week to week.

Activity: Finish the jazz combination. Run the whole show in order > Commercial street dance, ballet, jazz, modern, finale. Film each dance.

Discussion: Talk about the experience of the whole year. What did they learn? How do they feel about the different forms of dance? Is there anything they particularly enjoyed? Anything they did not like? Finish with the expectations for the final showing.

Cooldown/reverance: repeated weekly