

Chinese Ribbon Dance

Topic, or Concept, and Goal (if the lesson is part of a learning experience or a unit plan)

Students will be introduced to a different dance form, historically and culturally, and how to rhythmically move using the prop of a ribbon in shapes, pattern, and planes of motion.

Grade

Grade 6-8, 9-12

Class/Lesson Number

a minimum of three to nine lessons

State Dance and/or Physical Education (dance) Standards

Virginia: History, Culture, and Citizenship

6.6 The student will explore historical and cultural influences of dance.

a) Identify similarities and differences in dance styles from various historical periods.

b) Compare and contrast observable elements (e.g., body, action, space, time, energy) that characterize the dance arts of various cultures.

6.7 The student will identify and explore the functions of dance, including the use of dance as a form of expression, communication, ceremony, and entertainment.

National Dance Society *National Dance Education Standards Framework*

Strand(s) 5

Standard(s) 5.1 Historical dance knowledge and performance

Performance Indicator: research, critique, and report finding about a historical dance in the context of the period's arts and society

Standard 5.2 Cultural dance knowledge and performance

Performance Indicator (9-12) research, critique, and report findings about two multipart diverse cultural dances from different regions; examine their origins; describe the dancer's posture, movements, gestures, qualities, and rhythms; connect them to cultural traditions, social, cultural, and political influences of the times.

Learner Objectives or Outcomes (must include one "real world" objective or outcome for assessment)

Psychomotor: be able to coordinate movement with a prop in a rhythmic fashion

Cognitive: be able to create a movement sequence using a prop in both an historical and cultural context but also in the various Planes of Motion.

Affective: be able to perform the completed project to appropriately selected music in both solo and group movement.

Rubric	Exceptional (4)	Accomplished (3)	Developing (2)	Beginning (1)
Psychomotor	Student will perform the four movement patterns in the three Planes of Motion in both	Students will perform basic ribbon patterns in non-locomotor and locomotor movements.	Students will perform the four ribbon patterns in non-locomotor and locomotor	Students will perform basic ribbon patterns in non-locomotor and

	<p>non-locomotor and locomotor movement. Students can perform the movements in a variety of level changes.</p>	<p>Students are able to change hands, from right to left, and toss and catch the ribbon.</p>	<p>movements. Students are able to change hands, from right to left.</p>	<p>locomotor movements.</p>
<p>Cognitive</p>	<p>The student can recognize the four movement patterns and the three Planes of Motion in other student's work. Students will research the historical time frame and cultural significance of the dance and share their findings. They will be able to implement their research into their choreography.</p>	<p>The student can recognize the four movement patterns and the three Planes of Motion in other student's work. Students understand that they are performing the Chinese Ribbon Dance that emerged from ancient Han dynasty heroic legends.</p>	<p>The student can recognize the four movement patterns and the three Planes of Motion in other student's work.</p>	<p>The student can recognize the four ribbon patterns in other student's work.</p>
<p>Affective or social and emotional learning</p>	<p>The students will choreograph a ribbon dance, in a small group setting, in a culturally appropriate fashion. They will utilize small group formations that are derived from their research and sharing their findings.</p>	<p>The students will choreograph a ribbon dance, in a small group setting, in a culturally appropriate fashion based upon video of Chinese ribbon dances viewed in class.</p>	<p>The students will work together to create a movement phrase utilizing the four ribbon patterns and the three Planes of Motion in non-locomotor and locomotor movements.</p>	<p>The students will work together to create a movement phrase utilizing basic ribbon patterns in non-locomotor and locomotor movements.</p>

Materials, Resources, Space Requirements, and Suggested Music

Materials:

Chinese ribbons

Suggested Music:

Chinese music

Media:

Video clips of a variety of Chinese Ribbon dances from traditional to contemporary.

https://dance.lovetoknow.com/Traditional_Chinese_Dance

Space Requirements:

Rooms needs to have a high ceiling.

Vocabulary terms (see NDS *National Dance Education Standards Framework* for additional vocabulary terms)

Patterns — Circles (large and small), Figure eight, Serpent, Spiral

Planes of Motion — Frontal, Sagittal, Horizontal or Transverse

Rhythmic Ribbon

Vertical

Dance Lesson Instruction

The dance lesson instruction sequence includes **Introduction** or **Warm-up** (time), **Exploratory Experiences** (time), **New Material** (time), **Recap of Learning** (summary) and **Cool Down** (time), **Closure** (time), and **Assessment** (time). Timing of each dance lesson section may be determined by the teacher

Each of these instructional topics may require **management** (diagrams), **transition** (between each lesson component place and content), **teaching process** (the how), and **teaching points or cues** (technique or music).

Teacher's pre-assessment of the students in class is ongoing observation and assessment throughout the dance instruction sequence.

Introduction/Warmup (time) (approximately 20 minutes)

Management: Using the ribbon to warm-up, create large circles in the sagittal plane using the right and left hand alternately. The make large circles horizontally over the head and in front of the body alternating the right and left hands and alternating directions.

Create a figure eight in the sagittal plane, alternating hands and direction and then in the frontal plane in front of the body. You can also make the figure eight in the horizontal plane on two different levels: one loop in front of the body and one loop over the head.

Teaching Points or Cues: When using any of the props, they become an extension of your own body. The arms must be fully extended to prevent knotting or tangling on the body.

Exploratory Experiences (time)

Management: Give the students about 5 minutes to play around with the basic circles and figure eight.

Transition: Traveling across the floor.

Line students up in four rows to travel across the floor. If you are short on equipment, have half of the students line up on the other side of the room and as the first group of four finishes, they can hand off the equipment to the next group (so students are not playing with the ribbons while waiting in line).

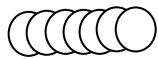
New Materials (time)

Locomotor: You will have the students repeat the circles, figure eights, spirals, and serpentine in a variety of locomotor movements: walking, skipping, jumping, running (have the ribbon above the head, with the torso leaning slightly back, the ribbon travels in a horizontal serpentine), turning and leaping. The spirals can also be performed in the various planes.

When tossing the props, they must be released into the air at a 135 degree angle and normally caught at a 45 degree angle. There are numerous ways of catching the props to make the challenge more exciting.

Teaching Points or Cues:

You can try the spiral



and serpentine



performed in a vertical or horizontal pattern.

Recap of Learning and Cool Down (time)

Management: Review ribbon patterns and Planes of Motion.

Closure and Assessment (time)

Management: Once the students have mastered the ribbon patterns and planes of motion, have them work in small groups to create their own ribbon dance. Have several selections of traditional Chinese music to choose from. Students can perform their choreography informally in front of their peers.

Teaching Points and Cues: Generally, at the beginning of the dance in traditional Chinese Ribbon Dance, the ribbon is folded up to look like a flower (almost like a bow on a present), held, and then released in a dramatic flourish. Group choreography can include making a canopy (like a May pole dance), or intertwining the ribbons to make a visual pattern.

Assessment: See rubric and review for informal assessment or use the rubric for formal formative assessment. The Assessment Plan must include one “real world” assessment. Students will be given informal assessments as the teacher provides instruction and feedback during each class. Students will give informal feedback after viewing other students dance study. Students will be filmed while performing, students will identify the various planes of motion and ribbon patterns that are displayed.

Extensions (interdisciplinary topics, special populations such as Gifted and Talented, Inclusion of individuals with disabilities)

Students can make their own Chinese ribbons. Generally, they are made from silk fabric, five feet in length to twelve feet. The shorter are for beginners. I have used lining fabric because it is much cheaper. You will need wooden dowels, two feet long, one inch in diameter (the local hardware store will cut them for you). The fabric will probably need to be edged once it is cut as to not ravel. The fabric is pleated in small folds around the dowel and sewn into place.

Because of the historical and cultural aspect of this lesson, I wanted to focus on the traditional, however, many of the videos I viewed were now incorporating Western dance forms, such as Jazz, Modern, and Ballet into the Chinese Ribbon dances. Students could be given an additional assignment to add the ribbon in to more of a contemporary genre. They could additionally watch Modern Rhythmic Gymnastics to get other unique ideas. You can give the students “Creative” assignments such as write their name in cursive with the ribbon.

Lesson Reflection and Next Teaching Steps

Traditionally, the Chinese Ribbon Dance is performed by women, embracing their beauty and femininity. However, I have found that all students love “playing” with the ribbons. I also find that it works very well to embody the Planes of Motion as the ribbon creates a visual image in space.

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