

## Jazz Dance

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

This lesson is part of a unit plan. Students will learn a summary of the history of jazz music and dance. Students will learn and practice a jazz dance warmup, a combination of jazz movements for center work, and locomotor movements across the floor that are commonly used in jazz dance.

### **Grade**

Grade 3

### **Class**

Unit 3, Part 2, Lesson 2, 45 minutes

### **State Dance and/or Physical Education (dance) Standards**

#### **Elementary Curriculum and Development for Dance**

#### **Texas Essential Knowledge and Skills (TEKS)**

3.3.1 Demonstrate kinesthetic awareness of the body through step patterns and dance techniques while exploring dance concepts and movement through a multisensory integration of dance elements, emphasizing space, relationships, and gradual variations in time and energy.

3.1.2 Execute (moving and speaking) beginning technical dance terms and vocabulary for a variety of dance forms (i.e., ballet, jazz and modern dance).

3.1.3 Develop body conditioning: strength, flexibility, and endurance.

3.2a.3 Apply video observations as a vehicle for broadening dance knowledge, and for viewing historical/cultural dance.

3.2b.2 Practice performance skills of memorized dance

### **National Dance Society *National Dance Education Standards Framework***

**Strand 1** Movement foundations of dance genres and forms

**Standard 1.1** Elements of dance for a dance genre or form

#### **Performance Indicators:**

#### **Student will**

Apply knowledge of the elements of dance: body, space, time, energy and relationships, and basic dance vocabulary

Construct basic step patterns by combining locomotor movements

Perform simple and repetitive dances to music utilizing locomotor and non-locomotor movements

Create and imitate movement in response to selected rhythmic patterns, beats and tempo

Identify and execute movement in 4/4, 3/4, and 6/8 meter

**Strand 1** Movement foundations of dance genres and forms

**Standard 1.2** Techniques and principles of movement for a dance genre or form

#### **Performance Indicators:**

#### **Student will**

Acquire and apply basic dance technique and physical movement principles to develop body control during elevated movements when performing and creating at least two dance genres or forms

Identify and model the basic positions of the arms, feet, and torso of two dance genres  
Create and absorb force while executing push off and landing for height and distance of elevated movements to demonstrate body control

**Strand 2** Dance safety, health and wellness

**Standard 2.1** Dance movement science applications

**Performance Indicator:**

**Student will**

Relate the processes of cardiovascular endurance, muscular strength and flexibility to dancing

**Strand 2** Dance safety, health, and wellness

**Standard 2.2** Dance health and safety practices

**Performance Indicators:**

**Student will**

Interpret personal choices for a healthy lifestyle that relates to dance

Demonstrate safe practices (dance attire, dance etiquette, and dance surfaces) in dance surroundings

Relate how muscular strength, flexibility, and cardiovascular endurance training prevents dance injury

Identify the relationship between optimal body function and a healthy eating plan

**Strand 2** Dance safety, health, and wellness

**Standard 2.3** Dance wellness values

**Performance Indicators:**

**Student will**

Identify aspects of wellness related to personal needs in dance

Achieve positive physical, emotional, social, intellectual and spiritual wellness through dance

**Strand 3** Creative and artistic communication in dance

**Standard 3.1** Creativity and critical thinking in dance

**Performance Indicator:**

**Student will**

Rephrase a familiar idea or emotion to create a new or novel way of moving

**Strand 3** Creative and artistic communication in dance

**Standard 3.2** Artistic development of expression in dance

**Performance Indicators:**

**Student will:**

Perform with emphasis on focus, expression and confidence

Examine and apply a variety of energy efforts or movement qualities to movement sequences for interpretation of specific ideas

**Strand 3** Creative and artistic communication in dance

**Strand 3.3** Artistic evaluation of dance

**Performance Indicator:**

**Student will:** Identify and discuss similarities and differences of viewed dances

**Strand 4** Choreography, performance, and production

**Standard 4.1** Choreographic design, principles, and structures

**Performance Indicators:**

**Student will**

Apply movement qualities to a series of movement sequences

Execute choreographic structures based on simple musical forms (A, B, and A, B, A) and identify each part

**Strand 4** Choreography, performance, and production

**Standard 4.2** Technical proficiency for dance performance artistry

**Performance Indicators:**

**Student will**

Exhibit technical proficiency of foundational dance vocabulary in at least two dance genres

Demonstrate movement qualities and transitions within choreography

Demonstrate music meter and phrasing, rhythmic pattern, and tempo as part of accurately reflecting the intention of a dance

**Strand 4** Choreography, performance, and production

**Standard 4.3** Dance performance and production

**Performance Indicator:**

**Student will**

Demonstrate appropriate etiquette in class, rehearsal and performance

**Strand 5** Historical, cultural, and social dance

**Strand 5.1** Historical dance knowledge and performance

**Performance Indicators:**

**Student will**

Discover the background and purpose of selected, viewed, or performed historical dances

Identify excerpts for classical ballet and 20th century works (modern dance, ballet, and jazz dance)

**Strand 6** Dance, arts, and media literacy for integrated learning

**Standard 6.1** Dance literacy for interrelated arts learning

**Performance Indicators:**

**Student will:**

View at least two different dance works, live or recorded, describe and present an oral or written summary of the elements of dance movement qualities, music story, theme, or visual art images

Explore and report on dance and arts presented in different media

**Strand 6** Dance literacy for interrelated arts learning

**Standard 6.2** Dance, arts, media literacy in interdisciplinary learning

**Performance Indicator:**

**Student will**

Identify and apply dance and dance-related skills such as creative problem-solving, collaboration and critical thinking to multiple media and technology experiences.

**Learner Outcomes** (must include one “real world” objective or outcome for assessment)

**Psychomotor:** Student will learn and practice locomotor and non-locomotor movements as applied to the technique of jazz dance. As a part of this learning, student will incorporate all of the elements of dance and any physical laws that may be required to demonstrate the technique of jazz dance.

**Cognitive:** Student will review the way in which jazz dance was created in America, who created it and why, and where it was created.

**Affective or Social and Emotional Learning:** Student will recall and demonstrate ways of moving that make jazz dance different from other dance genres, including all locomotor and non-locomotor movements required in the class.

<b>Rubric</b>	<b>Exceptional (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Includes Psychomotor Cognitive and Affective</b> or social and emotional learning	Student understands both personal and group space, is able to accurately sight read movements shown by the	Student understands both personal and group space, is able to adequately sight read movements shown by the	Student understands personal space but occasionally moves into the space of others in the class, is not consistently	Student understands personal space but many times moves into the space of others in class, learns movements

	<p>teacher and remember them to perform without error, confidently executes the jazz warmup by showing correct use of core placement, foot positions and properly pointed feet, correct arm shapes and movements, leg extensions with proper hip placement and balance, clearly demonstrates class movements in a way that exhibits the flair, sharpness and/or lyrical style of jazz dance, is able to perform locomotor movements in a safe way across the floor exhibiting proper core placement in turns and use of proper pli� when landing from leaps, hears the rhythm in the class music and can correctly perform the movements to this rhythm.</p>	<p>teacher and remember them to perform without error, correctly executes most of the jazz warmup but is not completely confident in one aspect of it, clearly demonstrates class movements in a way that exhibits the flair, sharpness and/or lyrical style of jazz dance, is able to perform locomotor movements in a safe way across the floor but cannot consistently demonstrate turns or leaps correctly, hears the rhythm in the class music and can correctly perform the movements to this rhythm.</p>	<p>able to sight read movements shown by the teacher so cannot remember them to perform without error, cannot maintain the proper body, feet or arm placements to successfully exhibit the jazz warmup, is able to partially show movements in a way that portrays the flair, sharpness and/or lyrical style of jazz dance, is not able to perform turns across the floor safely but makes an effort to correctly perform the leaps, does not consistently hear the rhythm in the music.</p>	<p>shown by the teacher in a haphazard and/or slow manner, cannot perform the jazz warmup with correct placement of body, feet or arms, is able to exhibit jazz movements but not in a way that will show .the flair, sharpness and/or lyrical style of jazz dance, must demonstrate locomotor movements across the floor in a slow and deliberate manner, can hear the rhythm in the music but cannot consistently perform the jazz movements to it.</p>
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## Materials, Resources, Space Requirements, Media, and Suggested Music

### Resources:

*History of Dance second edition*, Gayle Kassing, PhD, Human Kinetics 2017

*Teaching Dance as Art in Education*, Brenda Pugh McCutchen, Human Kinetics 2006

*Dance Technique for Children*, Mary Joyce, Mayfield Publishing, 1984

*Dance Teaching Methods and Curriculum Design second edition*, Gayle Kassing & Danielle M. Jay, Human Kinetics 2020

### Media:

www.dancehelp.com

DVD Jazz x 3

YouTube

### Space Requirements:

There should be a room large enough for all the students to put their arms out to the side and not bump into each other. The space should be free of furniture. The floor should be smooth and clean with no cracks, bumps or sharp objects. The lighting should be bright.

### Suggested Music:

Age appropriate pop music

Disney movie music

YouTube

Drums: Percussion for African Dance

## Vocabulary terms

Plié — Bend the knees while standing in different positions of the feet

Point Tendu — Brush the feet to the front, side and back with a pointed foot

Jazz sit — Lunge to the front, bend both knees and lift the back heel OR lunge to the side, bend both knees and lift the opposite heel from the direction of the lunge

Jazz port de bras — Positions of the arms in jazz dance

Jazz isolations — Moving just one part of the body while the rest of the body remains still

Passé — A foot lifts from the floor to place at the knee

Pirouette — A complete turn of the body on one foot

Stretches — Different ways of stretching muscles to make them more flexible

Step pivot — One foot steps in front of the other and the body pivots on the balls of the feet to face the other direction

Ball Change — Weight shift from ball of back foot to front foot

Chassé — A chasing step that resembles a gallop, front and side

Chaîné turn — A turn in one direction by making a half turn on each foot to return to the original facing, also called a three-step-turn

Grand Jeté — A high leap with both legs raised in the air

## 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, continued observation and assessment throughout the dance instruction sequence.

Pre-assessment: All students are in their dance spots, lines, bubbles or any other space delineation used by the teacher. They are all attentive and waiting for the teacher to begin. The **I Do, We Do, You Do** learning strategy is inherent in the structure of all dance genre classes. The teacher exhibits movements that the students either follow or learn (**I Do**). The teacher then dances these movements with the students (**We Do**) for however long it takes for the students to be able to perform the movements in groups without the teacher's help (**You Do**).

### **Warmup:**

Teacher will prepare a standard warmup done the same way for each jazz class. Third graders are capable of learning and performing:

Pliés – closed parallel and open parallel, first position and second position turned out

Point Tendues – en croix at a reasonable pace

Jazz port de bras

Jazz isolations – only head and shoulders are best for 3rd grade

Passé with 1st position arms

Single pirouette from a preparation of 4th position derrière

Stretches – All muscle groups; static or sustained stretching is safest for 3rd grade students.

Splits are not recommended for the 3rd grade student.

(Teacher uses the mirrors to observe and visually assess the students.)

### **Center Work Combination of Jazz Dance Movements:**

The jazz dance combination included here is an example of what 3rd graders are capable of learning and performing in a jazz dance class. It can be broken into smaller parts and taught in more than one lesson. It can be performed as a class or in smaller groups of students. It is best done in 4/4 rhythm.

### **Beginning shape:**

Feet in closed parallel, arms 3" out from body on each side, jazz hands, palms front

Raise R hand overhead with elbow bent, palm still front on 1-2 cts. Reverse with the L hand on 3-4 cts. Cross hands over each other, R hand over L on 5 ct and R over L on 6 ct. Lower arms to sides and down on 7-8 cts.

Step R foot to the side and touch the L foot to it on 1-2 cts. Reverse on 3-4 cts. Repeat on 5-6 cts. Reverse on 7-8 cts. Arms stay down for the entire 8 cts.

Repeat above and add a clap of the hands on each even count.

Step to the side on the R foot to begin a three-step-turn to the R that ends facing front, arms down, on 1-4 cts. Reverse on 5-8 cts.

Repeat the three-step-turns and add a clap of the hands on the 4 ct and the 8 ct.

Pop both feet out to wide parallel and shoot arms out to second with flexed hands as though pushing out on 1-2 cts. Jump back to closed parallel on 3-4 cts. Repeat 5-8 cts.

Step to the front on the L foot and pivot body to the R to end facing back on 1-2 cts. Step to the back wall on the L foot to repeat the body pivot to the R to end facing the front on 3-4 cts. Close R foot to L on 5-6 cts. Arms have been down but now raise them to second position on 7-8 cts.

Chassé to R on R foot on 1-2 cts. Place ball of L foot behind R to ball change on 3-4 cts. Reverse the chassé and ball change on 5-8 cts.

Step R foot to the side in a wide parallel facing front on 1-2 cts. Raise arms overhead and clasp hands together on 3-4 cts. Keep hands clasped and bend the elbows to pull the arms down to the R, then L, then R, then L 5-8 cts.

### **End Shape:**

Students create their own shape to freeze in for the finish of the combination. (Teacher visually assesses the students through the learning and performing of the jazz dance combination.)

### **Locomotor Movements Across the Floor:**

Third graders enjoy locomotor movements across the floor. They are able to organize themselves into lines that come from corners 3 and 4, or that travel horizontally across the room. They are able to come across the room 8 cts apart from each other which they should be directed to do for safety reasons. It is recommended that chaîné turns be done to a slow tempo. It is helpful for the students to practice grand jeté by leaping over something on the floor like a ribbon or a long piece of material. (Teacher visually assesses the students as they perform locomotor movements across the floor.)

### **Introduction/Warmup** (time)

**Management:** Students are in their places for 10-15 minutes

**Transition:** 3-5 minutes

**Teaching Process:** A jazz dance warmup is given with plié, tendue, isolations, arm exercises, pirouette practice and stretching.

**Teaching Points and Cues:** All toes on the floor, knees over the feet, shoulders over the hips and neck easy. Keep arms slightly in front rather than going behind the shoulders. Do not force stretches.

### **Exploratory Experiences** (time)



## **New Material** (time)

**Management:** 15-20 minutes

**Teaching Process:** Students practice a center work jazz dance combination that includes basic jazz movements of arm shapes, claps, weight shifts and turns.

**Teaching Points or Cues:** Students are encouraged to remember the importance of transitions between movements, use their plié to shift weight, put a jazz flair to the movements when possible.

## **Recap of Learning (Summary) and Cool** (time)

**Management:** (5 Minutes) While cooling down ask students what was their favorite part of the jazz dance combination

**Teaching Process:** Memorized cool down of reaching arms overhead, head shaking yes and no, lunges to the back on both legs.

## **Closure** (time)

**Management:** Clapping for a great class.

## **Assessment** (time)

**Management:** See rubric and review for informal assessment or use the rubric for formal formative assessment. Visual assessment takes place during the entire class. Students could be assessed on a drawing or writing assignment involving jazz history.

### **Modifications** (Gifted and talented students)

These students could be given time to reverse the entire jazz dance combination.

### **Accommodations** (Individuals with disabilities)

These students could hold on to a chair or put their hand on a wall during the warmup. While working on the jazz dance combination they should focus on the movement of either the arms or the feet.

### **Extensions** (Interdisciplinary topics)

Students can research the music of Scott Joplin to understand how ragtime music inspired a young American generation to dance in a new way.

### **Lesson Reflection and Next Teaching Steps**

1. Were the students able to successfully execute the quick transitions between movements?
2. How do I want to add on to the jazz dance combination? I could build on the movements that were obviously the favorite of the students OR I could create some measures of movements on the floor.

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