

Teaching the first dance class

Teacher Name:

Course/Grade: Dance/ All grades

Date:

Content Standards: National Dance Society National Dance Education Standards Framework

Strand One: Movement foundations of dance genres and forms

Standard 1:1: Elements of dance for a dance genre or form

Standard 1:2: Techniques and principles of movement for a dance genre or form

Lesson Title: How to Take a Dance Class

Materials & Resources:

Open space/Dance studio

Sound system

Cubbies/Place for student's belongings

Changing area

Seating Charts (optional)

Accommodations for Students with IEPs or 504s:

Easily visible written instructions of the procedures

Numbered spots on the floor/taped off boxes on the floor to delineate student's space bubble

Lower volume of music

Repetition of procedure practice

Procedures/Routine Focus:

- 1) Teacher greets students at the entrance and gives instructions on where to place their belongings, expectations for footwear, and where to wait for further instruction.
- 2) Students place their belonging (including cell phone) into a cubby or other designated area for belongings.
- 3) If applicable: Teacher places students in assigned seating charts; otherwise, students choose their own place in the center of the floor.

- 4) Students will have their hair tied back away from the face if it is long enough to do so
- 5) Students will wear athletic/dance clothing that allows for freedom of movement
- 6) Students will dance in bare feet or dance shoes for class
- 7) Students will raise hands to ask questions
- 8) Students will ask permission to leave to use the restroom
- 9) At the end of class, students will bow and clap before grabbing their belongings

First Day Lesson Plan Outline

Warm-up or Anticipatory Set:

-Teacher introduces themselves

-Teacher will discuss changing out procedures and expectations. (Make sure students take street shoes off and potentially socks (if the surface is slippery)—even on the first day)

**If taught in a studio setting: students will probably come to class already dressed based on the studio's requirements for clothing*

**If taught in a school setting: students will need to know where they will change on subsequent days, how long they have to change at the start of class, what kind of clothes they need to change into, and how the procedure to change back into street clothes works for the end of class*

-Teacher reiterates the procedure of coming into the dance space (once students are changed), setting down belongings in designated areas, and coming to the center to start class.

-Teacher explains where to find extra supplies that might be needed in class, such as hair ties, etc. and the procedures of how to obtain those items.

-Teacher goes over other procedures like raising hands, when it is appropriate to ask questions, how to ask to use the restroom, etc.

-Teacher explains grading procedures.

-Teacher sets up the classroom into windowed lines.

**The teacher may have assigned spots or use the locations that dancers independently chose and rearrange them into staggered lines.*

-Teacher leads a basic warm-up.

**Because students are not asked to “change out” on the first day of class, the warm-up should be doable in street clothing (Unless in a studio setting where the students are asked to come dressed on the first day)*

**Remember that the entire warm-up does not need to be taught the first day. Just some main points to give students the impression of what the warm-up will look like.*

**When able, the instructor should move throughout the space during warm-up.*

-Furthering Information: Initially, the warm-up will need to be taught through demonstration. Once the students are familiar with the warm-up, the instructor may be able to verbally give cues and move around more to help with alignment issues.

Objectives or Learning Goals

Students will know (knowledge): the procedures for taking dance class for their specific location and be able to replicate those procedures on subsequent classes.

Students will be able to (skill): move through all the positions and procedures of dance class with 90% accuracy.

Exploring the Concept:

After the modified warmup, the teacher will demonstrate how to rotate lines for center work.

Rotating Lines: Front line moves to the back and subsequent lines move forward to replace the line that was previously in front of them.

-Students will practice physically rotating lines so that every line has a chance to be in front.

Developing Skills:

-Teacher will ask students to move to the side of the room while maintaining the lines they were in when in the center.

-Teacher will explain that the position on the side of the room is for traveling across the floor.

-Teacher will designate the starting location of each line and ask students to spread each line out so that students have some space between them and the person in front of them

-Teacher will explain how the front person in each line will move across as one group and then all the second people in each line will step up into the “first person” spot to await their cue to start traveling across the floor. This proceeds through each student in the lines.

**It's important that the teacher also designates the ending line across the floor and reiterate that all dance movement should travel the entire length of that space.*

**It is important to explain that stopping a movement short and walking the rest of the way across is considered disrespectful.*

-Teacher will also explain what the verbal cues will be for moving across the floor: “5,6,7,8” or “ready, set, go” are some common examples.

**It's good to let students know that sometimes the teacher will wait to cue the next group until the first group is all the way across the floor and other times, they will cue the next group while the first group is still traveling.*

-Students will practice walking across the floor being cued by the teacher for each line to begin.

**Lines should have equal numbers of students in them. If there is an odd number of students, have the final group incorporate anyone left.*

-Once on the other side of the room, the teacher will have the students practice the same procedure moving backwards across the floor.

**This allows the teacher to explain how to lightly tap a mover's back when they are traveling backwards so that they know they have reached the other side without having to look behind themselves.*

**Usually, a step is started on the right side during the first travel pass and started on the left side during the second travel pass.*

-Furthering Information: The instructor should model the step or sequence with the students until students are proficient with the movement. Instruction starts with fully doing the movement, then progresses to “marking” the movement or spatial directions of the body, then giving verbal cues, and finally counting students into the movement with no verbal or physical cues as the weeks of instruction progress.

-Marking: When a movement is done with half as much effort, height, force, etc. in order to demonstrate the outline of the movement sequence as a reference without doing the movements full out. Spatial directions are still maintained, but the movement is smaller.

Creating and Summarizing:

For larger travel movements (like leaps), the teacher will go through the X pattern on the floor.

-Teacher explains why the X pattern is used for larger travel steps/combinations.

-Teacher gathers students into the upstage left corner of the space.

-Teacher designates a specific number of students to travel across at a time (usually 3-4 students).

-Teacher explains that once the first group has gone across, the next three students should step up and show they are ready to go. (Teacher may need to specify what a dancer's body looks like when they are "ready to go")

**The groups of students do not have to be designated ahead of time if the teacher would like students to show initiative by volunteering to go in the following groups. It is always good to decide who the first group is before movement happens, but other groups can voluntarily fill into the starting position.*

**If the teacher wants it more organized, he/she can order the groups of students before any group starts to travel or ask students to group themselves into designated numbers, so they are aware of their order ahead of time.*

-Teacher will demonstrate a low, grounded run to be done on the diagonal.

-Students will travel on the diagonal performing the low, grounded run from the start point to the designated end point of the diagonal.

-Student's movement will be cued by the teacher in the same way that the teacher cued students in the previous pattern across the floor.

-On the return diagonal (from upstage right to downstage left), teacher can decide whether to have students run forward or backward.

**Once students travel the full diagonal, they curve around the corner to start in the upstage corner. This allows them to travel the opposite diagonal next.*

**Students usually start with their right side on the 1st diagonal and their left side on the 2nd diagonal.*

Cool Down:

-Students are asked to return to their starting positions in the center of the floor

-Teacher leads a cool-down/breathing exercise

-Teacher explains that dancers always bow and clap at the end of class as a sign of respect

-Students practice the bow and clap with the teacher before grabbing their belongings and putting their shoes back on.

-Teacher reminds them how to change out for the next class and any other start of class procedures that need reiterating.