

2012 AAHPERD Convention

Boston, MA

Dance in the Schools

By

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All the dances in this presentation correspond to the following content standards:

### **NJ Core Curriculum Content Standards:**

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

### **National Dance Standards: Grades 5-8 & 9-12**

#### **Content Standards:**

Identifying and demonstrating movement elements and skills in performing dance

Understanding choreographic principles, processes, and structures

Understanding dance as a way to create and communicate meaning

Applying and demonstrating critical and creative thinking skills in dance

Demonstrating and understanding dance in various cultures and historical periods

Making connections between dance and healthful living

Making connections between dance and other discipline

#### **Back to School Ice Breaker**

**Objectives:** Students will be able to learn a fun easy dance while learning each other's names.

**Materials:** Easel or white board

1. Have students stand in a large circle. If you have a very large class and there are two teachers you can have two smaller circles.
2. The teacher will start the dance by demonstrating a movement to the syllables in their name. Ex: Mrs. Ellis will use four different movements.
3. As you go around the circle each student will have a turn making up a movement to their first name.
4. The teacher will group every four movements together and then combine these movements into one large dance.
5. The teacher can choose to have each student write their name on the easel or white board as they finish their turn.

### Storybook Choreography

Objectives: Students will be able to work in groups and choreograph a dance based on a character in a story book.

Materials: Note cards with characters, music, CD player

Preliminary Prep Work:

The teacher will need to see the Language Arts teacher and/or the librarian to find out what books or stories the students are currently reading. The teacher will need to become familiar with the story and the characters.

The teacher will make up note cards with each characters name on them and four adjectives on the back describing the character. You will need to make about 6 sets of these cards one for each group.

1. Students will be divided into groups depending on the number of characters in the story.
2. Each student will choose a note card.
3. Students will then make up movements based on the adjectives on the back of their card.
4. Once each student has an idea of their movements they will put these together to make a story. They can use entrances and exits, dance together with another character, or dance by themselves. They must be able to tell the story through their movements without speaking.
5. The teacher will work with each group helping with transitions and performance quality.
6. Students will get to perform their work in front of the class.
7. The teacher will choose the music appropriate for the group or allow the students to choose from a selection of songs provided.

Music: *Rodeo* by Aaron Copeland

## Sports Skills Presentation

Objectives: Students will be able to build a dance using different sports skills.

Materials: Music, CD player, easel or white board

1. Students will stand in staggered lines.
2. Teacher will start the dance off with a sport skill ex: basketball dribbling
3. Teacher will put the dribbling to the music using 4-8 beats as the students follow along.
4. Teacher will be in charge of counting and arranging the sports skills to the music.
5. Students will be the active participants by suggesting different sports skills when asked by the teacher.
6. Teacher will write each sport skill on the easel or white board in the order they were added to the dance.

\*Choose a short piece of music for this dance so the students do not get frustrated due to too many skills to remember. Below are some wonderful short music selections.

\*Write each skill on the easel or white board to help students remember the skills and the order.

\*If students need help thinking of skills the teacher can suggest different sports to help with their thought process.

Music for this piece provided by:

Universal Dance Association

UDA 2011 Summer Material

CD #1

Track 20, 21 or 22