

## Dance NOW Lesson Plan

<b>Lesson Author:</b> Dance Educators	<b>Level:</b> 5th	<b>Subject:</b> Ballet Dance
<b>Unit Theme:</b>	<b>Lesson Title/Topic:</b>	
Technical Movement and Inertia	Tour Piqué Prep Review (Piqué Turn Prep Review)	
<b>Grade Level Standard(s):</b> 5.DA:Pr4; 5DA:Pr5		
<b>Lesson Objectives:</b>	<b>Process Component &amp; Essential Question(s)</b>	
-Students will be able to demonstrate the proper body placement for preparation into a Tour Piqué (turn). -Students will use correct alignment, arm placement, and foot placement before learning to turn on a 3/4 toe relevé. -Students will be able to verbalize/communicate poor body alignment	“Embody”  What must a dancer do to prepare the mind and body for artistic expression?  Develop and refine artistic techniques and work for presentation.	
<b>Materials:</b> Ballet shoes/bare feet/Jazz shoes		
<b>Technology Skills:</b> (Teacher)	<b>Technology Skills:</b> (Student)	
Use of www.danceeducators.org website and video links.	Use of www.danceeducators.org website and video links if learning from home.	
<b>Teaching Strategies:</b> (suggested)	<b>Cross-Curricular Connections:</b> (suggested)	
<u>Step 1:</u> Show review video after instructional video of “How to perform a Tour Piqué (Piqué Turn)” <u>Step 2:</u> In the center of the floor, practice head snap to practice spotting on count 8 for 4/4 time (or count 6 for ¾ time). <u>Step 3:</u> Add preparatory arms from En Bas, to 1st on count 7 (or count 5 for ¾ time) to Preparatory 3rd on count 8 (or count 6 for ¾ time) <u>Step4:</u> Practice head and arm positioning together. <u>Step 5:</u> From 5th position, practice glissé devant on count 8 (or count 6 for ¾ time). <u>Step 6:</u> Practice all movements together by counting “5,6,7,8” for 4/4 time or “4,5,6” for ¾ time. <u>Step 7:</u> Repeat Steps 2-6 on the other side. <u>Step 8:</u> Assess student progress via recordings and re-teach if necessary. <u>ELD:</u> Use closed captioning during video instruction. Repeat instruction and pause	<u>Jazz Dance:</u> use of the same prep prior to learning a turned in pique tour. <b>Physical Education:</b> -Standard 4.12: Explain how technology can assist in the pursuit of physical fitness. -Standard 4.13: Explain the benefits of having strong arm, chest, and back muscles -Standard 5.1: Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school. <b>Science:</b> 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. <b>Music:</b> 5.MU:Cn10 Explain and demonstrate how personal interests, experiences, ideas, knowledge relate to creating, performing, and responding to music. <b>Theater:</b> 5.TH:Re8	

when necessary. Create a word bank for individual parts of movement. <u>Students with Disabilities:</u> Repetition of individual parts of movement. Allow time for students to work in pairs, individually, or in front of a mirror.	Justify responses based on personal experiences when participating in or observing a drama/theatre work.
<b>College &amp; Career Readiness</b>	
<b>Critical Thinking:</b>	<b>Collaboration:</b>
What part of the body is used to lift the arms?	In small groups, students can create patterns that use multiple parts of the step, in different orders or with different timing.
<b>Communication:</b>	<b>Connection to Culture:</b>
Students provide each other feedback via synchronous, digital mediums.	Watch <a href="#">Dance of the Sugar Plum Fairy from The Nutcracker (The Royal Ballet)</a> from 02:04 to 02:39.
<b>Student Product:</b>	
Students will demonstrate synchronously, or through a recording, a step by step demonstration of the pique tour preparation.	
<b>Rigor &amp; Relevance</b>	
<b>High Rigor/Low Relevance:</b> Describe the multiple forces acting on the body during this movement and demonstrate low energy and high energy.	<b>High Rigor/High Relevance:</b> Identify the multiple forces necessary to complete a full turn on a 3/4 toe and how to improve speed and stability based on the positioning of arms and standing leg.
<b>Low Rigor/Low Relevance:</b> Write the names of the individual steps used in the movement and put them in order of importance.	<b>Low Rigor/ High Relevance:</b> Identify the names of individual steps in the movement and how they help produce more energy in the body.
<b>Assessment &amp; Rubrics:</b>	
0- Student cannot restate the definition of the words “piqué” or “tour” and is unable to demonstrate a pointed toe. 1- Student can demonstrate a proper “glissé” (pointed toe with a bent standing leg) and turn their head to spot. 2- Student can demonstrate a “glissé”, can hold arms in the proper position, and turn their head to spot but is unable to perform proper alignment or placement. 3- Student can demonstrate all parts and movements with correct timing, and properly executed alignment.	