**Title:** Traveling the World Through Dance! **Dates:** T 10/25, Th 11/3, T 11/8, Th 11/10

**School:** Sacred Heart Catholic Elementary School **Times:** 8:15 – 8:45 AM

**K12 Teachers:** Trussell, Bishop **Dance Standards:** 1, 2, 3, 4, 5

**Teaching Artists:** Destiny Ponville & Julie White **ELA/CCSS:** History/Geography

**ELA Unit Objectives:** The students will learn facts and history of different countries/cultures, and the authentic dance styles that are performed within these cultures. These cultures include Chinese, Hawaiian, Greek, and African.

**Dance Unit Objectives:** The students will learn qualities of movement, fast vs. slow, big vs. small, sequencing, collaboration, and spatial patterns.

**Day One**

* **Hook:** The TA will start by introducing herself to the students and explaining that they will be learning about Chinese culture today, including the Chinese Ribbon Dance. She will begin by teaching the students how to say “hello” in Chinese: “Ni hao!” The students will repeat after the TA several times in order to learn how to say it correctly.
* **History of Chinese Ribbon Dance:**  The TA will start by giving a background of Chinese Ribbon Dance. She will explain that this dance is and has been performed at New Year celebrations and festivals for over 1000 years. She will also explain that Chinese Ribbon Dance was first only performed by royal people, but it is now a dance for everyone, like you and me. In China, this dance style is an expression of beauty and grace. She will explain and demonstrate using a ribbon that when performing, the dancers use different movement qualities including fast and sharp vs. slow and sustained to make the dance fun and interesting for the audience. The TA will then show the students where China is on the map and invite them to stay standing in order to start getting warmed up for the Chinese Ribbon Dance!
* **Warm-up:** The TA will ask the students to spread out in the space and make sure that they are a safe distance from one another by holding out their arms. She will then start by doing the “BrainDance” with the students in order to warm them up. After the students perform each aspect of the BrainDance as they would normally, the TA will then ask the students to do the same movement in a fast/sharp quality and then in a slow/sustained way. She will ask the students to remember these movement styles, because now we will be using a prop in order to perform them!
* **Introduction of Chinese Ribbon Dance:** The TA will ask students to stand quietly so that she can pass out the ribbons to the students. She will ask students to keep the ribbon in their hand by their side until she tells them otherwise. After every student receives a ribbon, she will lead the students through some of the different movements of the Ribbon dance including circles, snakes, turns, rolls, and figure 8s. She will repeat each movement with the students many times, and will also tell the students the name of each movement in order to help them remember. Afterwards, the TA will lead the students through each of these movements again and will use fast/sharp vs. slow/sustained qualities.
* **Culmination of the Ribbon Dance:** Now that the students have learned the basics of the Ribbon Dance, the TA will combine these movements in order to make a dance. The students will start with using their ribbons to make three circles clockwise, and then three circles counterclockwise. The students will then wave their ribbon like a snake from the top to the bottom, and then repeat that in the opposite direction. Next, the students will use their ribbon to draw two figure 8s, and then will turn over their left shoulder while waving their ribbons in circles before repeating this to the other direction. Lastly, the students will face towards the front and will wave their ribbons in rolls, which are fast, small circles. The TA will repeat this dance with the students several times. After the students have it memorized, the TA will split the room into two groups and each group will perform the dance for the other one at a time to music.
* **Creative Movement:** The TA will congratulate the students on doing so well and will reward them with a modified version of “dance freeze”. The TA will play music, and the students will dance with their ribbons while the music is playing, and will freeze when she stops the music. Throughout the time, the TA will remind students to use not only their own movement, but also the traditional Ribbon dance movement that they learned. She will also alternate between asking students to use a fast/sharp quality or a slow/sustained quality.
* **Closure/Review:** The TA will ask students to sit down quietly with their ribbons, and she will walk around and pick them up. While doing so, she will review with the students what they learned today. This can include questions such as “Where do the Chinese perform the Ribbon Dance?” or “What are some of the names of the movements we learned today?” She will also remind the students of how to say “hello” in Chinese, and will then teach the students how to say “goodbye” by repeating “Zai jian!” with them. The TA will thank the students for their cooperation and will congratulate them on a job well done.
* **Resources/Equipment:** <http://users.rowan.edu/~conet/rhythms/culturaldances/chineseribbondance.html>

<http://www.chinese-symbols.com/chinese-dances/ribbon-dance.html>

* **Music:** “Bubu Jiao”, “Dadiao” and “Shanpo Yang” by Dayan Ancient Music Association

**Day Two**

* **Review:** The TA will quickly review what the students learned during their first class together, including the authentic dance learned, the history of the culture, and how to say “hello” and “goodbye” in Chinese. She will also ask the students to raise their hands and will pick students to show the different Chinese Ribbon dance movements that we learned in the class before.
* **Hawaiian History:** The TA will ask the students to raise their hand to answer the question “What do you think of when you think of Hawaii?” Students will say things such as ocean, beach, sand, surfing. The TA will say that although these are all great things, they are forgetting one thing: hula dancing! The TA will explain that the hula dance is done at all sorts of festivals and celebrations, but the most important is at a child’s first birthday party. On this day, Hawaiians have a luau that features a big potluck buffet and of course, hula dancing. She will tell students different facts about Hawaii, such as the fact that they only have 13 letters of the alphabet compared to our 26 and that Hawaiians use hula dancing to tell stories. The TA will then warm the students up by doing the BrainDance.
* **Introduction of Hula Dancing:** After the students are warmed up, the TA will ask the students to stay standing and will then begin to teach them the different parts of the hula dance, including the kahola (moving side to side), ami (moving hips in a circle while turning), uwehe (stepping with one leg, then popping both knees), and the hela (one foot steps out while the other knee bends). She will teach each step one way, and then ask the students to perform it in the opposite direction (turning the other way, moving towards the left instead of the right, etc.) After the students have begun to memorize the steps and their names, the TA will then reward them by giving each student a lei that they will wear throughout the next activity.
* **Culmination of the Hula Dance:** The TA will then combine the different parts of the hula in order to make a dance. The students will do the kahola once moving towards the right, once moving towards the left, and then they will repeat that once more. Next, the students will do the hela four times (twice on each leg). After that, the students will do the ami twice, turning towards the left and then turning towards the right. Finally, the students will do the uwehe four times, stepping with each leg twice. The TA will repeat each step multiple times, and then slowly accumulate all the moves so the students can slowly learn the whole dance. After the students have the dance memorized, the TA will then ask the students to perform it in groups to music. Each group will watch the others, and after each group has performed the TA will ask the students to share with the others what they enjoyed about their performance.
* **Creative Movement**: The TA will then ask each student to think of a person, place, or thing in their heads. After each student has thought of a word, the TA will then go around to each student and ask them to share their word to the rest of the class. Each student will come up with a dance move that represents the word that they chose. The TA will show an example to the students by asking a student to give her a word, and then she will show the students her dance move for that word. After all students are ready, the TA will go around the room asking each student to show their dance move to the rest of the class. As each student presents their movement, the rest of the class will learn their movement as well. After all students have gone, the class will perform each movement one more time altogether. This will become known to students as their “secret dance”, and will be done throughout the rest of the day only when the teacher turns out the lights in the classroom.
* **Closure/Review**: The TA will ask the students to quietly sit down in their seats to review all that we learned today. She will ask students different facts about Hawaiian dance, and will also say a hula dance movement and ask students to raise their hands in order to demonstrate how this movement is performed on the body. The TA will thank the students for their effort, energy, and attention, and will then turn out the lights for the students to do their “secret dance” one more time before the end of class.
* **Resources/Equipment**: <http://www.alohafriends.com/hulamoves.html> <http://www.huapala.org/Hula_Steps.html> <http://www.gohawaii.com/statewide/discover/essential-hawaii/hula-of-hawaii/>
* **Music:** “Hawaiian” by Sean Na’auao, “Aloha ka Manini” by Israel Kamakaiwo`ole

**Day Three**

* **Review:** The TA will review Hawaiian history and the hula dance, including questions such as “How do you do the hela in hula dancing?” or “How many letters of the alphabet do Hawaiians have?” The students will raise their hand to give the answer to each question, or to demonstrate how to perform each movement. She will remind the students that Hawaiian dance was about storytelling, and how they began to tell a story using their “secret dance” from their last class together.
* **Greek History:** The TA will then tell students that the culture they will be exploring today is Greek, and that they will be learning the Syrtos dance. The students will repeat “Syrtos” after the her to understand the correct pronunciation. The TA will give a brief history lesson on the Syrtos, explaining that the Syrtos is done at social gatherings, weddings, and religious festivals. She will also tell the students that Syrtos means “to draw” or “to drag”. After, she will teach the students how to say “hello” in Greek: “yassas”. The students will repeat the word after the TA.
* **Warm-up:** The TA will ask students to get up and spread out for warm-up. Like other classes, the TA will warm the students up using the BrainDance. Throughout the exercise, the TA will make variations within the movement through time, qualities, and tempo. After the BrainDance, she will lead the students through a small foot/leg warm-up in order to get the students’ legs warm. The TA will explain to the students that this is necessary because the Syrtos is full of a lot of intricate footwork.
* **Greek Dance:** The TA will then teach students different parts of the Syrtos and explain to the students that the Syrtos is done in steps of 3. The TA and students will count 1, 2, 3 out loud and will continue that while dancing. The moves of the Syrtos include going forward in 3, going back in 3, going to each side in 3, and then turning to each direction. When going to the side, the students will step on the outside foot, step over with the opposite foot, and then step again with the outside foot. After, the students will repeat this move, but will step behind with the second step. After the students have practiced each movement in their own space, the students will hold hands and perform the dance all together, just like in traditional Greek dance. After doing this a few times, the TA will split the class in half and perform the movement in two groups to music.
* **Creative Movement:** The TA split the class into pairs so that each student has a partner. She will then go around to each pair and give the students a specific holiday. Because the Greeks like to use the Syrtos to celebrate many holidays, she will then explain that each pair must create a small dance based on their given holiday. The students will put together three movements, one of which is specific to Greek dance, and two of which are their own. As the students are working together to create their dance, the TA will go around to each pair in order to help them if needed. Afterwards, each pair will perform their dance to the rest of the class without telling the students what holiday they were given. Instead, the other students must guess the holiday. When the students guess it correctly, the performing pair of students will explain how each movement represents their given holiday.
* **Closure/Review:** The TA will review the Greek history and the Syrtos with the students, asking them what Syrtos means and where the Syrtos is done. She will also review with the students how to say “hello” in Greek, and will then teach the students “adio”, which means “goodbye” in Greek.
* **Resources/Equipment:** <http://www.phantomranch.net/folkdanc/dances/syrtos.htm> <http://www.nostos.com/dance/>
* **Music:** “Syrtos Dance of Macedonia” by Pantelis Kavakopoulos

**Day Four**

* **Review:** The TA begin the final class by reviewing the past three classes with the students. She will ask the students to name the cultures and dance styles that we have studied so far, and will then ask the students to guess what culture will be taught today.
* **African History:**If the students do not guess what the culture is, the TA will tell the students that it is African dance, and that we will be studying the Adzogbo dance from Ghana! The students will repeat the name several times to understand. The TA will then give the students a few facts and show them pictures using PowerPoint, including Adzogbo costumes, a view of Ghana and Africa, and the flag of Ghana. If needed, the TA will walk around the class in order to give students a better view of the pictures and information. She will explain that the Adzogbo is usually done as a war preparation dance, performed by a circle of dancers, and uses a very complex drum rhythm.
* **Introduction to the Adzogbo:**The TA will begin by explaining and demonstrating a few of the basic aspects of the Adzogbo dance, including unison movement, being grounded, finding a key rhythm, and the use of repetition. She will begin by explaining rhythm through the use of clapping and slapping. The TA will give a rhythm and the students will execute it with her, and then she will ask students to make up a rhythm for everyone to perform. The TA will then explain being grounded by asking all students to bend their knees and move around in their personal space while staying in the deep bend. She explains that this is important in Adzogbo dance in order to feel prepared and ready for whatever is coming next. The TA will then give the students a dance move, and they will all do it together in order to dance in unison like the Adzogbo dancers. She will also ask a few students to give dance moves for them to perform together. She will repeat this process with repetition, and students will do the same move repeatedly in unison with one another.
* **Culmination of the Adzogbo:**The TA will then teach the authentic moves of the Adzogbo dance style, reminding students to always stay bent and grounded throughout all their movements and to dance together with one another. The TA will slowly teach movements to the students, including a three step turn, a side to side step with swinging arms, and a traveling box step (forward, back, side, side). She will repeat these movements until all students know them, so that they are using repetition like the Adzogbo dancers and are able to move in unison more effectively. The students will then perform the movements to music. The TA will then split the classroom into groups and they will each perform one by one.
* **Creative Movement:** The TA will then split the students into three groups, giving each group a leader (a teacher or an assistant). She will ask the students to sit down so that she can explain their next activity. Within their groups, they will be asked to make up a dance. This dance must combine all the aspects of Adzogbo dance, including unison movement, being grounded, repetition, and a key rhythm. They must also combine their own movements with the traditional dance movements they learned today. The TA uses an example to better explain to the students, and then separates the students in space in order for the students to concentrate better. First, each group will decide what their dance will be about. Next, they will collaborate to create a rhythm for their dance. Then, they will make up four or five movements that represent what their dance is about. The leader works with the students to help them create these things, while also reminding them about the four basics of Adzogbo dance. After all groups are finished creating their movement, they will perform their dance for one another. The groups will begin by explaining to the others what their dance is about, and will then teach their rhythm to the others so that they can execute the rhythm while the group is performing. This will repeat until we are finished with all groups.
* **Closure/Review:** The TA will finish the unit by reviewing the basics of Adzogbo dance with the students, and by questioning them on the history. She will also ask the students to remember which dance styles and cultures we have studied throughout the entire unit, and will finish by showing them all the places on a map. She will remind students that although we come from all over the world, we can still communicate through the art of dance.
* **Resources/Equipment:** <http://www.alokli.com/site/dances/dances.html> <http://www.newworldencyclopedia.org/entry/African_dance>
* **Music:** “African Safari”, “Monkey Rainforest” and “African Skies” by Derek Fiechter

*Destiny Ponville was enrolled in DED 361 (Practicum in Dance Education) – the final dance education course before student teaching work in the final semester before graduating as a licensed K12 dance educator. In the fall of 2016, I had applied to be a teaching artist for the statewide arts organization, the Mississippi Alliance for Arts Education (MAAE). I was selected, and partnered with Sacred Heart Catholic Elementary School located in downtown Hattiesburg, Mississippi. I worked with four grades, 6 teachers, and over 100 students in PreK, K, 1st, and 3rd grades for a period of 6 weeks total. Some unit’s lessons were taught closely together; others were more spread out based on scheduling needs and also ongoing and independent (of the dance specialist) classroom reinforcement of the academic concept with dance before the next modeled master class occurred. I requested and was granted permission to include Destiny as a teaching assistant in this work from both the school and MAAE. I specifically asked her to research and write the K unit plans that had a dual-focus on cultural dances and some children’s holidays celebrated in those cultures. I supervised the writing process and also assisted in instruction of these lesson plans as requested by her or needed. Before she wrote and taught these classes she had absolutely no experience teaching cultural dance classes outside of group work done in DED 360 with her peers. I share this to encourage teachers to jump in and do this type of research themselves. With a little bit of resourcefulness and the terrific resource of youtube to identify, learn, and appropriately accompany traditional dances from a variety of diverse cultures, dance can become a part of what you teach students about a culture. In most cultures, dance remains a central and essential part of all celebrations as well and so should be appropriately represented in any lesson about the culture. These lessons were taught during Destiny’s elementary student teaching placement as well and differentiated for different grade levels. These written units reflect best practices after instruction and fine-tuning after teaching several different*

 *learning populations.*