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| **Lesson Plan: *Going to the Ball*** | **Room Requirements & Arrangement:** Open space (if desk or chairs are in the way, these are to be moved to the walls of the room to create open space) – instruction is virtual/pre-recorded |
| **Content Area & Arts Discipline:** ELA and Dance |  |
| **Overview of the Lesson:**  The many ballroom steps of the world taught using the dance elements of time and level. The academic concept remains in ELA expanding on the story of Cinderella and preparing for the “ball.” | **Materials/Equipment**: screen and computer to project lesson  **School:** Pontotoc School District |
| **Grade Level:**  1st and 2nd grades | **Date Lesson Created:** January 2021 |
| **Proposed Time Frame:** 45 minutes | **Lesson Author:** Julie Hammond |

**Big Ideas & Learning Objectives**

1. The student will be able to clearly identify the six ballroom dance styles that use the box step, the triple step, and the rock step
2. The student will be able to clearly identify the cultures and corresponding music that go with each of the ballroom dance styles
3. The student will find a connection between learning about Cinderella and learning about ballroom dance, specifically there are many versions of the same thing in both fables/storys and dance and that being unique is valuable!
4. The student will participate in learning with focus and enthusiasm.

**Procedures**

***Affective Hook and Introduction of Lesson:*** Who can summarize the story of Cinderella or Yah Shen for everyone? Who can name the three basic ballroom dance steps? We sure did learn a lot in our last lesson! Today we will learn about six ballroom dance styles that are from around the world. Just like the Cinderella story, there are many versions and ways of doing the same step. HOW we do them makes all the difference, just like HOW you tell a story.

***Relevance*:** It is important to know cultural dance forms and their connection to the larger picture of each country they originate from and the writing that come from there as well. Similar to our Cinderella stories from other countries (comparing two voices and sources on the same subject), the ballroom dance steps are different due to their cultural roots.

***Introduction of Concept:* Levels and Speed**

The teacher will explain the dance elements of level and speed and tell students that these two things will change the three basic ballroom steps into six different dance styles! She will then lead a brief improvisation on high/medium/low in both the upper, lower, and whole bodies and lead students through a simple rhythmic pattern – clapped and then physicalized – to reinforce students’ understanding of these concepts so that they can apply them.

***Development of Concept:* Ballroom Dance Steps**

The teacher will instruct students on the six ballroom dance styles that originate from the three basic ballroom steps:

* Waltz – originates in Germany and Austria in 1500’s. The oldest ballroom dance form and the loveliest. Done in courts amongst royalty, it is a dance that shows the dancer’s elegance, lightness, and upbringing. It involves the element of level (down, up up) in each art of the box step.
* Rhumba – originates in Cuba in 1950s but heralds back to Africa and the slave trade in the 1600s. It is also a box step, but done to upbeat music and in a more rhythmic way using the element of time (slow, quick quick). The dancer also stomps/accents their movement and feet.
* Salsa and Mamba – also from Cuba, but most often done in Mexico. This is a celebration dance. It is the rock step done forward and backwards to upbeat music.
* Swing/Jive – originated in the juke joints of Harlem, NY in the 1920s. Also from Africa, these steps became a popular dance done to Big Band swing music. This is 2 triple steps combined with a rock step that involves the element of level and speed(staying low and arms that move from high to low to medium as well).
* Cha Cha – this step is ONE triple step and one rock step in combination. The cha cha is upbeat, fast (the element of time!) and fun!

***Culmination of Concept:* Ballroom Dancing!**

*Music:*

The students will dance each ballroom style to appropriate cultural music typical of the ballroom style. The teacher will remind students that they are practicing for their own ballroom event but also learning so that they can go home and share what they learned with their parents, siblings, grandparents, and pets! The teacher will emphasize not worrying about their feet and arms, but instead staying focused on the three elements we have learned: direction, level, and speed/rhythm.

***Closure***

The teacher will thank the students for being attentive and dancing with such energy and grace. She will encourage them to keep learning, keep reading, and keep dancing!