

# Notes in Motion

After-School Dance Program

PS 53X | Grades K-5

*After-School Dance Exploration*



Teaching Artist: Sam McLaughlin | *Fall 2022*

# Notes in Motion

## *Dance in Partnership*



Notes in Motion is thrilled to partner with PS 53X to provide active and engaging dance learning. The dance program will include collaborative dance projects that celebrate student creative expression. Students will work with Notes in Motion Teaching Artist **Sam McLaughlin** to learn dance skills and techniques, and cultivate individual expression.

# Note for Classroom Teachers & Group Leaders

During this Notes in Motion residency, we kindly ask that the supporting classroom teachers:

- Fully participate along with students and model activities
- Ask clarifying and connecting questions
  - to help students further understand content and directions
  - to help students stay on task
  - to make connections to other subject areas
- Refrain from any outside schoolwork or conversations during dance class
- Communicate updates or useful tools with teaching artist(s) before or after class or via email
- Communicate any feedback, joyful moments, or challenges to Education Program Manager as soon as possible

**Thank you for your partnership!**

# Performance

## March 2023

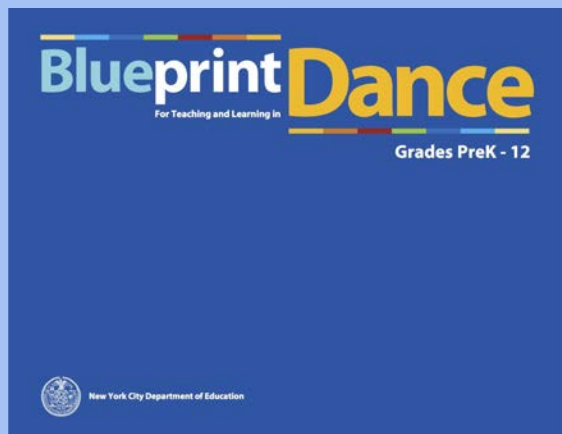


### Performance Goals:

- Celebration of student learning and emphasis on community connection
- Highly physical experience with appropriate dance phrases
- Depth in movement material
- Use of space, theme and variation
- Showcase of different skills by organizing students in solos, duets and small groups
- Music choices that broaden students and audience horizons
- Rehearsed transitions & bows
- Highlighting vocabulary and objectives in intros and reflection

# Blueprint for Teaching and Learning in the Arts

**The Blueprints for Teaching and Learning in the Arts continue to define a pathway for excellence and engagement in the arts for all students beginning in early childhood and continuing to a commencement level of achievement in dance, music, theater and visual arts.**



**Strand 1: Dance Making:** By exploring, creating, replicating and observing dance, students build their technical and expressive skills, develop their artistry and a unique personal voice in dance, and experience the power of dance to communicate. They understand dance as a universal language and a legacy of expression in every culture.

**Strand 2: Developing Dance Literacy:** Students develop a working knowledge of dance language and aesthetics, and apply it to analyzing, evaluating, documenting, creating and performing dance. They recognize their role as articulate, literate dancers in communicating about dance to their families, schools and communities.

**Strand 3: Making Connections:** By investigating historical, social and cultural contexts, and by exploring common themes and principles connecting dance with other disciplines, students enrich their creative work and understand the significance of dance in the evolution of human thought and expression.

**Strand 4: Working With Community and Cultural Resources:** Students broaden their perspective by working with professional artists and arts organizations representing diverse cultural and personal approaches to dance, and by seeing performances of widely varied dance styles and genres. Active partnerships that combine school and local community resources with the full range of New York City's dance and cultural institutions create a fertile ground for students' dance learning and creativity.

**Strand 5: Exploring Careers and Lifelong Learning:** Students consider the range of dance and dance-related professions as they think about their goals and aspirations, and understand how the various professions support and connect with each other. They carry physical, social and cognitive skills learned in dance, and an ability to appreciate and enjoy participating in dance, throughout their lives.

<sup>1</sup>*Blueprint for Teaching and Learning in the Arts: Dance: Grades PreK-12.* New York: New York City Department of Education, 2015.

# Program Dates and Schedule

October 19, 2022 - March 31, 2023

Jazz & Creative Movement

**Wednesday (Grades K -1)**

2:30 - 3:15 p.m. Class 1

3:15 - 4:00 p.m. Class 2

**Thursday (Grades 2-3)**

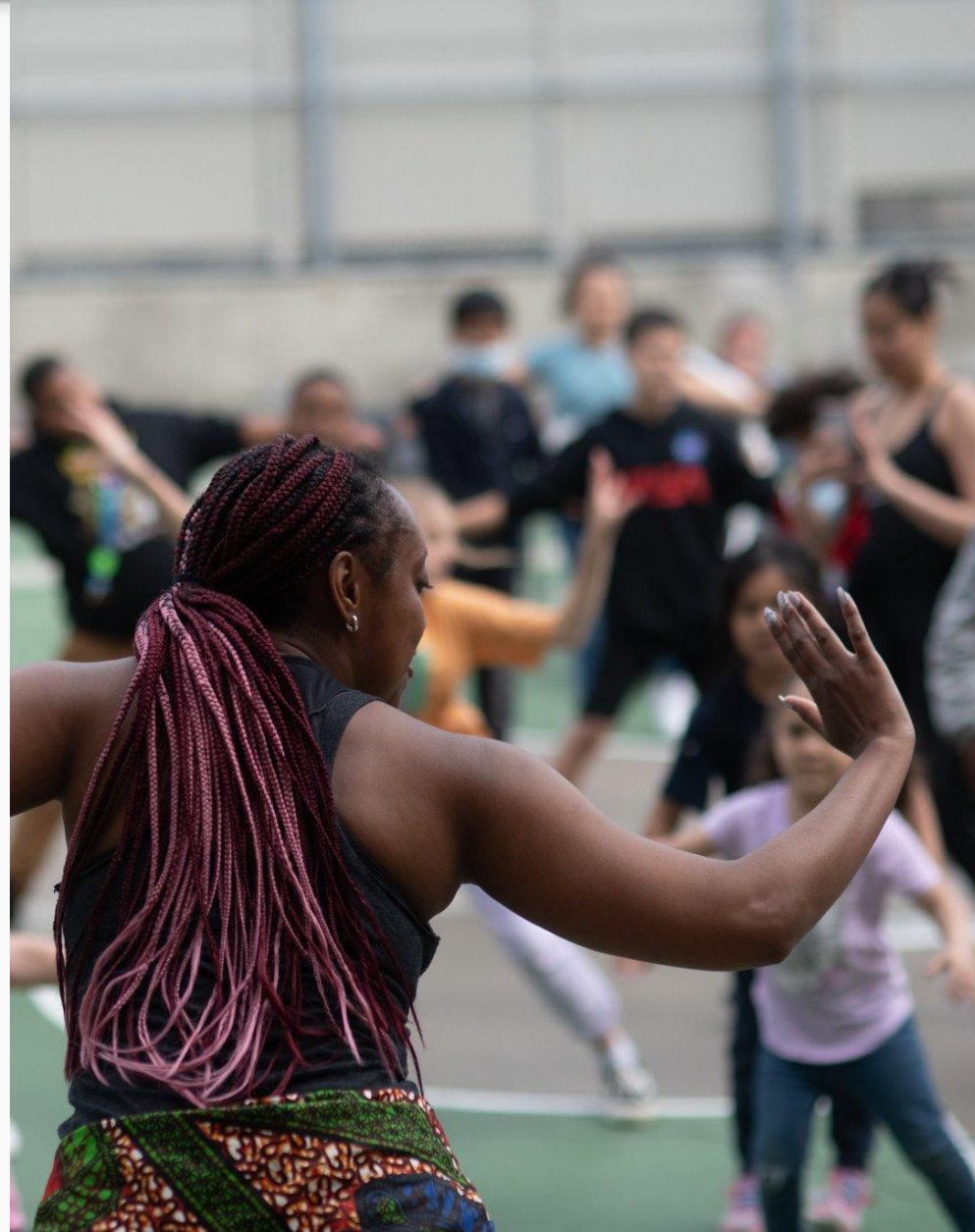
2:30 - 3:15 p.m. Class 1

3:15 - 4:00 p.m. Class 2

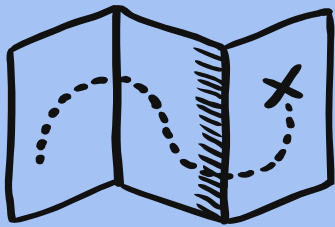
**Friday (Grades 4-5)**

2:30 - 3:15 p.m. Class 1

3:15 - 4:00 p.m. Class 2



# Dance Program Outline



# Dance Program Description

## Program Learning Objective

In this dance making through jazz and creative movement program, students will learn to explore movement in improvisational structures and embody dance as a means of expression and communication.

## Program Description

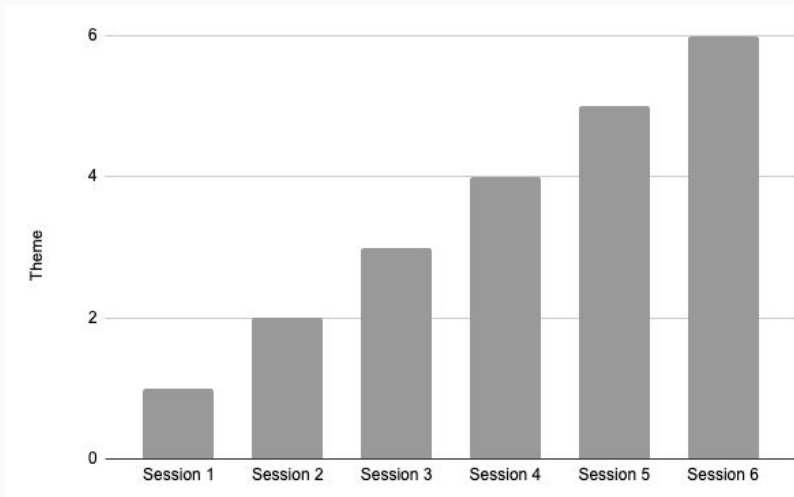
In this PS 53X grades K-5 jazz and creative movement program titled: *After-School Dance Exploration*, students will learn foundational elements of jazz technique and learn to make choreography choices in collaboration with peers. Classes will include progressive technical exercises, creative exploration/improvisation, choreographic development, and a rehearsal process in preparation for a culminating performance. By the end of the program, students will be able to: learn simple dances, remember movement sequences, and explore movement in improvisational structures. Students will develop skills of dance making and dance technique. Creative exercises will foster student agency by inviting students to contribute ideas and develop original movement content. The program will culminate in an original student performance for the greater school community.

*In all of Notes in Motion's programs, students are physically active throughout class sessions practicing improvisation exercises, developing technical skills, working in small groups, and creating original dance performances. Students process their learning through class discussion and reflection, creative writing and drawing exercises, and performance opportunities.*



# Class Session Outline Sample

*Each week, new elements will be explored to build technical, creative and performing skills*



## FOCUS for each class session:

1. History of Dance Form
2. Creative Expression Through Creative Movement and Jazz
3. Elements of Dance
4. Dance Making
5. Performance with Constructive Feedback

# SAMPLE of first class:

## Session 1 Focus

- History of Dance

### 5 minutes: Opening Ritual/Get to Know Each Other

- Seated circle - attendance with our question of the day & today's question: If you could have a super power what would it be?

### 10 minutes: Create Community Agreements & Introduce Goal/Focus of the Day and the Program

- State class expectations and rules, What is jazz? Show the jazz tree and jazz music tree, Discuss how jazz comes from african dance, and Movement improv exploring different types of jazz music (including african music)

### 10 minutes: Introduce Set Warm-up

- Technical skills/vocabulary included in warm-up
  - Body isolations
  - Head rolls
  - Plié
  - Luigi Reaches
  - Standing stretch
  - Floor Stretch
  - Second position (ballet and jazz)
  - First position (ballet and jazz)
  - Space and style fundamentals
  - Body and spatial awareness
- Technical skills/vocabulary to introduce in first class: Matt Mattox Plié, Matt Mattox tendu (no arms), Bounces and Jumps, Jazz square, Grapevine, Step Touch, Chasé, Three point turns cardio warm up exercise

### 15 minutes: Dance Assessment Activity

- **Assessment 1:** What technical skills do they already know?
  - Description of Activity: Dance Bingo - Create a list of steps/movement ideas regularly used in dance and play a game where students do the movement when it's called out. The first student to 7 moves wins
- **Assessment 2:** Can they work well in small groups?
  - Description of Activity: Dance Making - Seperate children into groups of 4 or 5 and give them prompts ( your dance must have one jump, one floor move and be 4 counts of 8) to create a dance on their own. This also tests how much they are able to retain which students are leaders and followers and what their comfort level is in student-led activities and in performances.

### 5 minutes: Reflection & Closing Ritual

- Seated circle stretch or standing roll downs pending mood and energy level of class
- Special curtsey/bow to each other (everyone makes up their own and can be different everyday depending on your mood)

# Outline of Choreographic Elements

## Creative Movement

### **Class Time & Grade: 2:30 p.m, K-1**

1. Improvisation using Movement vs statues
2. Levels - Exploring low vs medium vs high
3. Speed - fast vs slow and correct terminology ( adagio vs allegro )
4. Student-generated movement phrases
5. Locomotor Movement - March and Gallop
6. Non-locomotor movement - Piqué and Plié
7. Shapes/poses - low vs high vs medium, exploring circles, squares and triangles in movement
8. Jumps/bounces - parallel bounces and sautéés

### **Class Time & Grade: 2:30 p.m., 2-3**

1. Improvisation using levels and speeds
2. Student-generated movement phrases
3. Repetition of unison phrase or other phrases
4. Locomotor Movement with levels and speed added
5. Non-locomotor movement with spirals and straight lines added
6. Isolating body parts - Having our movement led by our heads, arms, elbows etc
7. Jumps/bounces - Sautéés in parallel and turned out
8. Turns - intro to pirouette

### **Class Time & Grade: 2:30 p.m., 4-5**

1. Improvisation using levels, speeds, characters
2. Storytelling through movement
3. Student-generated movement phrases
4. Phrase work chunk including technical skills like Plié, skips, marching, spiral, straight
5. Structured Improvisation chunk including creative skills like moving in diagonals, spirals, low and smooth, high and sharp etc,,
6. Dynamics - Understanding force, softness and using them on different counts to emphasize movement
7. Jumps/bounces - sautéés in different directions
8. Turns - pirouette

# Outline of Choreographic Elements

## Jazz

### **Class Time & Grade: 3:15 p.m., K-1**

1. Jazz history (what styles created jazz)
2. Shapes/poses - Exploring jazz shapes
3. Syncopation - using syncopation in locomotor movement
4. Bounce - parallel bounces
5. Groove - Exploring an inner feeling of movement that you put underneath dance steps
6. Moving with and against the music
7. Different time signatures - Dancing and counting to different time signatures
8. Student-generated movement phrases

### **Class Time & Grade: 3:15 p.m., 2-3**

1. Jazz history (what styles created jazz)
2. Shapes/poses - Using shapes and poses to different counts within the music
3. Syncopation- using syncopation in locomotor movement
4. Bounce - parallel and turned out bounces
5. Groove - Exploring an inner feeling of movement that you put underneath dance steps
6. Different time signatures - Dance and Counting to different time signature
7. Student Generated Movement Phrases
8. Kicks - Front

### **Class Time & Grade: 3:15 p.m., 4-5**

1. Jazz history (what styles created jazz)
2. Shapes/Poses - exploring
3. Syncopation - using syncopation in locomotor and non locomotor movement
4. Bounce/jumps - Parallel and turned out with jazz arms added
5. Groove - Using different jazz styles (funk, big band, swing) to see the way your body interprets beats
6. Different time signatures and how to do dance to them. Being able to identify different time signatures.
7. Student - Generated Movement Phrases
8. Grapevine

# Resources for Further Learning

## List of Key Vocabulary Specific to This Program:

1. Plié - To Bend.
2. Syncopation - The “upbeat” in dance/music (Tap your foot to the beat the moment your foot is in the air is the upbeat).
3. Tendu - To Stretch.
4. Second Position - Feet apart (about shoulder length) with feet parallel or turned out.
5. First Position - Feet together with feet parallel or turned out.
6. Body Isolations - Moving one part of the body at a time (ex: head isolations, shoulder isolations, feet isolations).
7. Passé - To pass or passes. Toe to the knee (student will do this standing and Sauté).
8. Sauté - To jump.
9. Relevé - To rise. Tippiie Toes.
10. Improvisation - the process of spontaneously creating movement.



# Notes in Motion Dance Vocabulary

**Choreography:** is the art of making dances, the gathering and organization of movement into order and pattern.

**Combination:** a series of connected movements forming a dance phrase.

**Collaboration:** the action of working with someone to produce or create something.

**Creative:** relating to or involving the imagination or original ideas, especially in the production of an artistic work.

**Dynamics:** in dance, the degree of effort (force, energy) and the speed (time) with which a movement is executed

**Elements of Dance:** are the foundational concepts and vocabulary that help students develop movement skills and understand dance as an artistic practice: time, space, energy.

**Ensemble:** a group of musicians, actors, or dancers who perform together.

**Formation:** is an arrangement of people or things.

**Improvisation:** original movement created spontaneously in a free or structured environment. Involves an instantaneous choice of actions on the part of the dancer affected by chance elements, such as the movement choices of other dancers or musicians in the room.

**Isolation:** movement restricted to one area of the body, examples: eyes, head, hands/fingers, shoulders, rib cage, or hips.

**Jumps:** push oneself off a surface and into the air by using the muscles in one's legs and feet.

**Levels:** the vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep level.

**Observe:** to see, watch, perceive, or notice

**Plié:** (French word) a movement in which a dancer bends the knees and straightens them again, usually with the feet turned out and heels firmly on the ground.

**Reflection:** to think quietly and calmly; to express a thought or opinion resulting from reflection

**Rehearse:** practice (a play, piece of music, or other work) for later public performance.

**Rhythm:** A structure of movement patterns in time, in relation to a pulse.

**Roll down:** is a gradual, forward (or sagittal) flexing of the spine.

**Self-expression:** the expression of one's feelings, thoughts, or ideas, especially in writing, art, music, or dance.

**Stage Directions:** stage directions include center stage, stage right, stage left, upstage, and downstage. These guide the performers to one of the nine sections of the stage named after the center and four directions. Corners are referred to as up right, down right, up left, and down left.

**Synchronized:** cause to occur or move at the same time or rate.

**Technique:** dance technique is one of the key elements of the dancer in training; it embodies the fundamentals and the skills to develop in order to do the correct movement.

**Warm-Up:** movements and movement phrases designed to raise the core body temperature and stretch the muscles in preparation for dancing.