



LESSON PLAN OUTLINE

Instructor: Aliyah Caldwell

Technique/Class: Jazz Technique

Camp Dates: Start: **Monday, July 8, 2019** End: **Friday, August 16, 2019**

When creating lessons, objectives and activities, incorporate at least one of *The Five Strands of Learning in Dance (see pg.2)* and include how you would assess student work and progress. Long term residencies should aim to utilize all five strands throughout the length of residency.

Week: 1 (July 8-13)

Objective(s)	Activities
<p>Campers will learn:</p> <ol style="list-style-type: none"> 1. Basic mechanics and locomotion of jazz 2. Hand and movement coordination 3. Movement across the floor 4. Basic vocabulary of the Jazz Technique 	<p>History of Jazz: (what do you know? What do you think you know? What would you like to learn?)</p> <p>Introduction to Jazz vocabulary</p> <p>Beginning class with cardio i.e. jumpjacks, squats etc.</p> <p>Isolations of the body (head, arms, shoulders, ribs)</p> <p>Stretches/Abs</p> <p>Dance Concepts: Jazz Squares, pas de bourree, kick ball-change, battements, jazz walks, jazz runs, grand jete's</p> <p>Finish class with a cool down</p>

<p>Learning strand(s) used: 1, 2, & 3</p>	<p>Assessments: Campers will begin to start to see the structure of the class which will be established through the first week. Campers will start to learn the basic concepts of jazz and begin to improve into next week. Campers will show their knowledge of the concepts by demonstrating them. By the end of Week One, matching handout given where campers match dance concepts/history with associated definitions.</p>

Week: 2 (July 15-19)

Objective(s)	Activities
<p>Campers will learn:</p> <ol style="list-style-type: none"> 1. Basic mechanics of jazz and locomotion 2. Hand and movement coordination 3. Movement across the floor 4. Review of basic vocabulary of the Jazz Technique 5. Historical pioneers of Jazz Dance (focus on Bob Fosse) 	<p>Historical Pioneers Of Jazz-Bob Fosse Slide Show</p> <p>Beginning class with cardio i.e. jumpjacks, squats etc.</p> <p>Isolations of the body (head, arms, shoulders, ribs) (which will be associated with Bob Fosse's movement style)</p> <p>Stretches/Abs</p> <p>Dance Concepts: Jazz Squares, pas de bourree, kick ball-change, battements, jazz walks, jazz runs, grand jete's Basics of parallel pirouettes (starting with balancing in parallel passe)</p> <p>Flea Hops</p> <p>Finish class with a cool down</p>

<p>Learning strand(s) used: 1, 2, 3, and 4</p>	<p>Assessments: Campers will show their knowledge of the concepts by demonstrating them. Campers will know the correlation of jazz dance in class and where jazz originated by questioning them throughout the week. Campers will know the jazz vocabulary by demonstrating it without being shown the material. Campers will associate their movement to the Historical Jazz Pioneer of the Week By the end of week two, crossword puzzle will be given to campers about Bob Fosse.</p>

The Five Strands of Learning in Dance

- 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.
- 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.
- 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.
- 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 Baltimore's dance and cultural institutions create a fertile ground for students' dance learning and creativity.
- 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.

WHAT DO YOU KNOW ABOUT JAZZ?!?!



- 1) Jazz hands are apart of jazz
- 2) The clothing is sparkly and fancy
- 3) Music played by saxophone or clarinet
- 4) Tap dance to jazz music
- 5) Jazz is smooth
- 6) Jazz can be fast



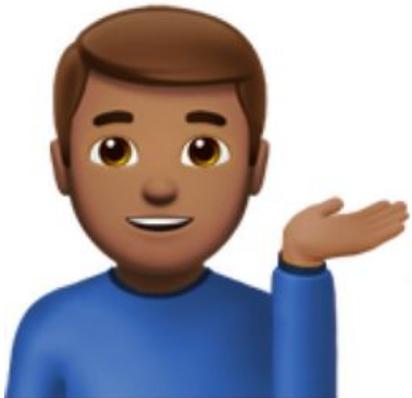
WHAT DO YOU “THINK” YOU KNOW ABOUT JAZZ?!?!



- 1) Jazz was originated by african americans
- 2) Jazz movement is slow?
- 3) Jazz dancing has props that are used?
- 4) Use a lot of instruments?



WHAT WOULD YOU LIKE TO LEARN ABOUT JAZZ?!?!



- 1) How to dance to jazz music
- 2) Learn to dance with props
- 3) Jazz walks
- 4) Jazz vocabulary
- 5) Tap dance?





JAZZ
PIONEER
BOB FOSSE



- 1) **Born June 23, 1927**
- 2) **Most famous for his choreography in many Broadway shows.**
- 3) **Broadway shows include *Chicago, Pippin, and Cabaret***
- 4) **He was an Academy Award winner and Tony award winner.**
- 5) **He passed September 23, 1987 due to a heart attack.**



1. **Bob Fosse's choreography was physically demanding to most dancers.**
2. **It addressed a full range of human emotions.**
3. **He revolutionized dance on screen which allowed other directors and filmmakers to incorporate dance into movies.**
4. **Style Of Jazz: Broadway Jazz**

JAZZ ELEMENTS QUIZ

TRUE OR FALSE:

- 1) Tendu means to stretch. _____
- 2) A Battement is 45 degrees. _____
- 3) A Jazz Square is done in a circle. _____
- 4) Pas de bourree is a connecting step characterized by back, side, front. _____
- 5) Grande jete is a leap in the air. _____

FILL IN THE BLANK:

- 1) Bob Fosse's style of jazz was _____ jazz.
- 2) _____ is a run with the back of the leg leading behind.
- 3) _____ are done with only a certain part of the body. Example: head, shoulders, ribs.
- 4) _____ is a syncopated rhythmic step. One leg "kicks" while the other leg "ball changes"
- 5) _____ is done 45 degrees and is off the floor.

BONUS!!!!!!

Name **ONE** musical that Bob Fosse choreographed:

WORD BANK

(These are the essential terminology used in the Jazz technique)

Jazz Run

Kick Ball Change

Grande Jete

Jazz Walk

Tendu

Jazz Square

Pas de Bourree

Battement

Pivot Step

Isolations

Degage

ConneXions: A Community Based Arts School

Instructor's Name: **Aliyah Caldwell**

Arts Area: **Dance (Ballet)**

Date: **03/02/2017**

Grade: **Middle/High School**

Concept: **Ballet Elements**

Common Core Arts: Dance: Creating Anchor Standard #1: Generate and conceptualize artistic ideas and work. **Creating Anchor Standard #2:** Organize and develop artistic ideas and work. **Performing Anchor Standard #5:** develop and refine artistic work for presentation.

The Students will be able to:

1. Start to learn the process and structure of a ballet class. This includes the order of combinations and the ballet class rules and etiquette.
 2. Being to learn the language, origin and vocabulary words of Ballet.
 3. Test their memorization skills with the combinations.
 4. Commit to the work and explore their ability.
 5. HIGH SCHOOL ONLY: Beginning to work on body facings and stage directions
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Opening/Warm Up:

1. **Everyone:** Homework is now late (-20%)
3 facts about Ebony Williams and 3 facts about Desmond Richardson
2. **High School:** Study Guide will be given out today.
High School test day will be: March 16, 2017

Creating/Barre Work:

Warm-Up: forced arched exercise

1. Plié's: First position/Relevé, second position/Relevé, fifth position/Relevé
2. Tendu's from first position: Four tendus en croix/ plié, forced arched
Tendu's from fifth position: three tendu's/plié and stretch: En croix
3. Dégagé: 4, 3, 2, 1, 2, 3 (**HS ONLY**)
8/8.4/4,2/2,1 (**MS ONLY**)
4. Rond de jambe
5. Stretch/Splits
6. Fondu: to melt (**7th/8th/High School**)
7. Grand Battement: two devant, two a la seconde, two derrière (**7th/8th/High School**)

Creating/Center Work:

1. Sauté: first position/second position/fifth position
Changement
2. Petite Allegro: Glissade, Jete, Assemblé (**HS Intro/HS Advanced**)
3. Quarter Turns/Half Turns/Full Turns from fifth (**7th/8th/High School**)

4. Chassé- to chase (**6th grade**)
5. Grande Jeté
6. Push-Up Planks/Push Ups/Sideways Planks

Performance Work:

1. **HS INTRO: “Lay me down”- Sam Smith**
HS Advanced: “Wind Quintet: VII.Quick. By: Paul Moravec
for the performance pieces.
2. Elements from center work combinations will be implemented into the performance piece.

Teacher Assessment: (Criteria looked for within the third quarter of ballet)

- 1.) Ability to understand and replicate movements
- 2.) Coordination
- 3.) Strength/flexibility
- 4.) Musicality
- 5.) Weight Shift/Flow
- 6.) Self Expression/Physical Energy

Literacy:

- 1.) Students respond to verbal and musical cues.
- 2.) Students respond to visual cues (movement locomotor and non-locomotor movement)
- 3.) Students utilize mapping skills
- 4.) Students utilize geometry skills
- 5.) Students sequence movement
- 6.) Students identify vocabulary words on the board

High School Study Guide
TEST DAY: MARCH 16, 2017

BarreWork

Demi Plié- Half bend of the knees

Grand Plié- Full bend of the knees

Tendu- to stretch, using the foot

Dégagé- to disengage. 45 degrees off of the floor

Ron de jambe- in a circular motion

Relevé- to rise. Can be done in first position, second position, and fifth position

Passé- the action

Retiré- the position

Port de bras- carriage of the arms

Fondu- to melt

Grand battement- leg brushes 90 degrees or higher

Center Work

Sauté- to jump. Can be done in first position, second position, and fifth position

Changement- to change. Can be done in fifth position

Échappé- to escape

Reverance- done at the end of class to thank the teacher and thank each other

Pirouette- to turn

Grand Jeté- big leap across the floor

Glissade- to glide

Directions

Devant- to the front

A la seconde- to the side

Derrière- to the back

En Croix- to the front, to the side, to the back, to the side. In a cross, or in a shape of a cross

Ballet Dancer History

Ebony Williams:

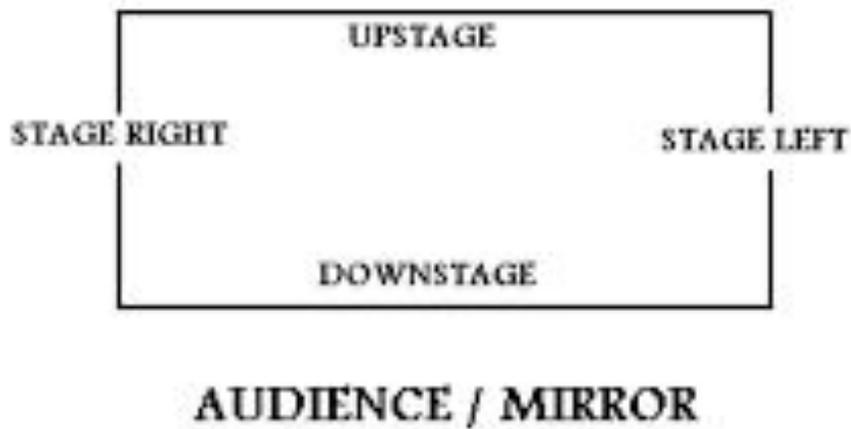
1.) She was a dancer with the Cedar Lake Contemporary Ballet company for over a decade.

2.) Her claim to fame was when she was one of the dancers in Beyonce's music video "Single Ladies"

3.) She began her ballet training at the Boston Ballet and received scholarship to go there.

Desmond Richardson:

- 1.) He is the co-founder and co-artistic director of Complexions Contemporary Ballet.
- 2.) He was the first black principal dancer of the American Ballet Theater
- 3.) He was a principal dancer with the Alvin Ailey American Dance Theater for seven years



High School Test

(Make sure spelling is correct and accent marks are in the right places)

Name: _____

Date: _____

Questions 1-5: True or False

- 1.) A dégagé is 90 degrees. _____
- 2.) A tendu means to stretch. _____
- 3.) A grand plié is half bending of the knees. _____
- 4.) A la seconde means to the side. _____
- 5.) A sauté can only be done in first position. _____

Questions 6-15: Fill in the blanks

- 6.) Carriage of the arms are called _____.
- 7.) This is a foot position when two feet are together making the letter "V". _____.
- 8.) _____ means "to the back".
- 9.) Ron de jambe means _____.
- 10.) The term "to the front" is called _____.
- 11.) _____ means to glide.
- 12.) The term "Pirouette" means _____.
- 13.) A Grand Battement is a leg brush that is _____ degrees or higher.
- 14.) A big leap across the floor is called a _____.

15.) "To change" is called a _____.

Questions 15-20: Choose between Ebony Williams or Desmond Richardson.

16.) The co-founder and co-artistic director of Complexions Contemporary Ballet.
_____.

17.) A dancer with the Cedar Lake Contemporary Ballet company for over a decade.
_____.

18.) First black principal dancer of the American Ballet Theater. _____

19.) One of the dancers in Beyonce's music video "Single Ladies" _____

20.) Principal dancer with the Alvin Ailey American Dance Theater for seven years
_____.

Bonus Question:

21.) What does "En Croix" mean?