

# Teaching DANCE for Understanding

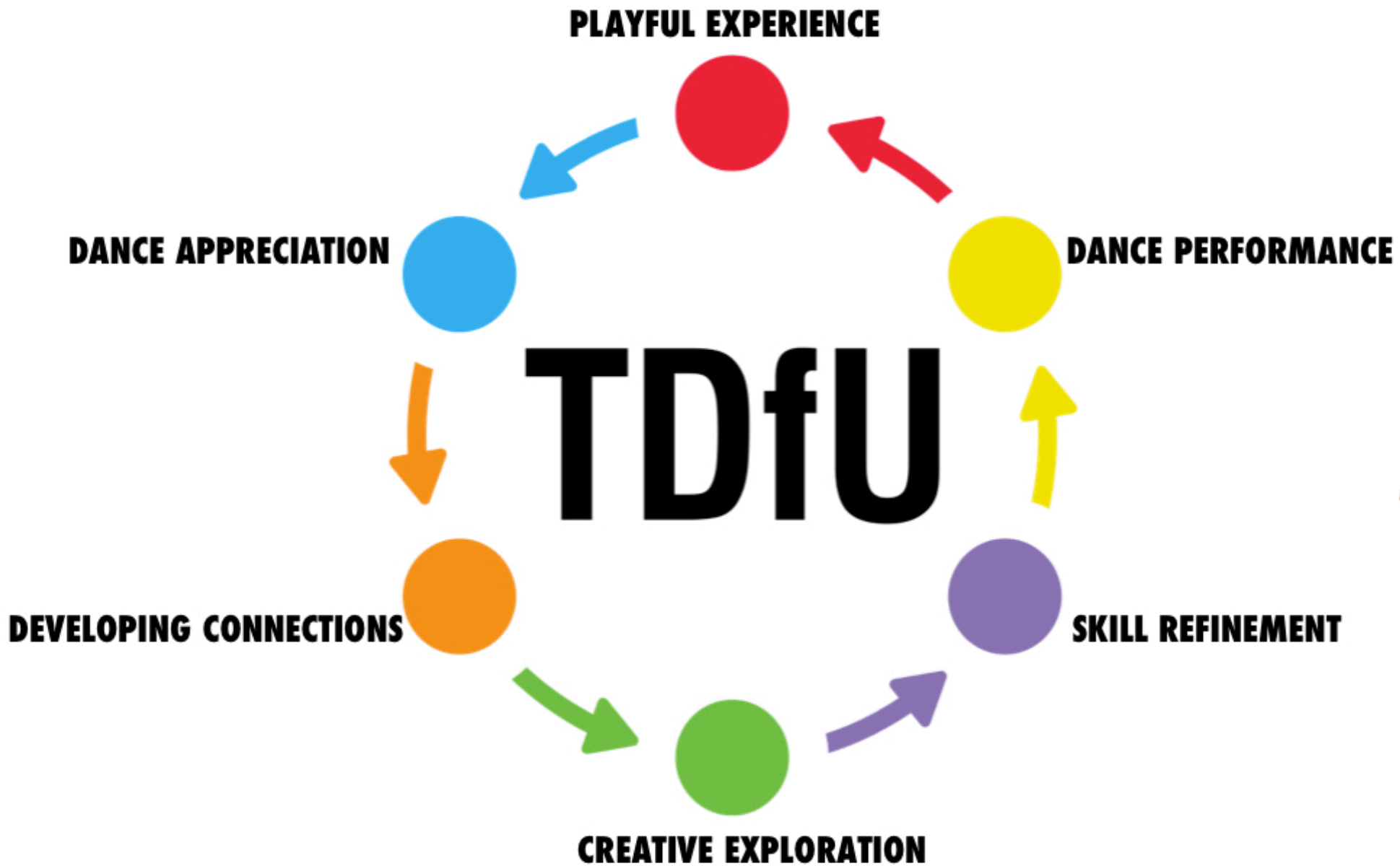
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# FUNDAMENTAL MOVEMENT SKILLS

LEAP

JUMP

THROW

GALLOP

HOP

CATCH

RUN

BALANCE

LOG ROLL

DODGE

**AND...**

BEND

TWIST

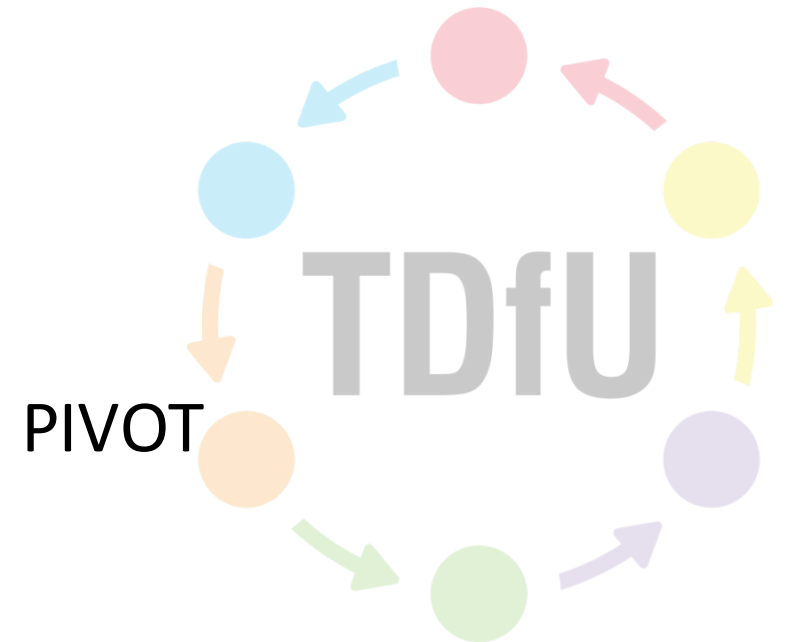
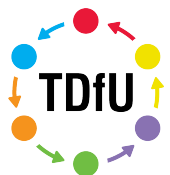
SPIN

PIVOT

STRETCH

STOP

SHUFFLE



# ELEMENTS OF DANCE – B.A.S.T.E.

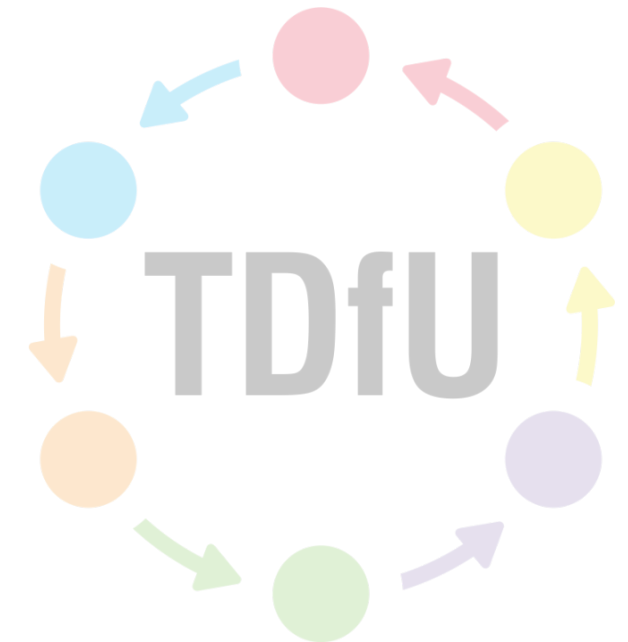
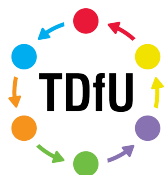
BODY – who?

ACTION – does what?

SPACE – where?

TIME – when?

ENERGY – how?



# PHASE 1 - DANCE AS A PLAYFUL EXPERIENCE

Set the mood for **play**

**Remove the “rules”** of dance  
(technique, choreography, lines)

Explore a **mix of styles** (music and dance)

Develop a **positive mindset**

*GOLD STAR: STUDENTS CHOOSE SONGS*



# PHASE 2: DANCE APPRECIATION

- Discover a **mix of music** styles
- Explore a dance genre **in-depth**
- **Historical** background
- **Cultural** references and meanings
- GOLD STAR – Student **Choice**



# PHASE 3: DEVELOPING CONNECTIONS

- Connection to **music**
  - rhythms and style
- Connection to **self**
  - thoughts, ideas, stories, feelings, personal experiences, culture
- Connection to **others**
  - formations, interACTIVITY, group work
- Connections to **learning**
  - prior knowledge, cross curricular, technology as a tool
- *Essential step prior to creative exploration!*



# PHASE 4: CREATIVE EXPRESSION

- **Explore** movement while being guided by music
- **Connect** ideas and/or emotions with movement
- Experience the **Elements of Dance**
- Use **different music** genres
- **Self-reflection** activities
- Apply the **Creative Process**





# PHASE 5 – SKILL REFINEMENT

- Identify the **Elements of Dance** required for your performance
- Analysis and critique of their movements
- **Peer review** and feedback
- Refine **movement technique**
- **Group cohesion** for performance
- **GOLD STAR: USE OF VIDEO FOR FEEDBACK / ANALYSIS**



# PHASE 6: DANCE PERFORMANCE

- Apply and execute a **dance performance**
- Integrate the **Elements of Dance - BASTE**
- **Foundational** technique and movement skills
- Use of **artistic** elements
- GOLD STAR: Group **performance co-created** with students



# The CREATE-A-DANCE Formula

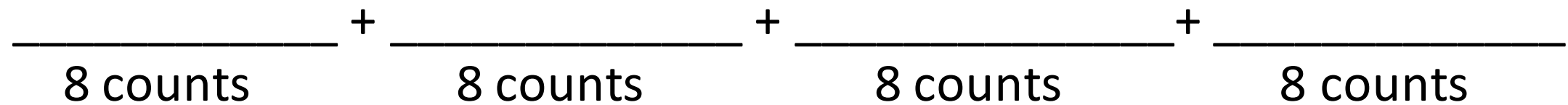
Select one Element of Dance or FMS per 'section'

PART A

PART B

PART C

PART D



# Can't Stop The Feeling

by Justin Timberlake

## Poses X8

321 - Clap X8

Slow Wave Walk X4

**[PART A + B + C + D] – X1**

Shake Up/Down – 4 Pushes Up X2

321 - Clap X8

321 - High Five X8

Slow Wave Walk X4

**[PART A + B + C + D] – X1**

Shake Up/Down – 4 Pushes Up X4

## Poses X8

**[PART A + B + C + D] – X1**

Shake Up/Down – 4 Pushes Up X4

## Poses X4



# PURPOSEFUL UNIT PLANNING (#6 → #1)

## 6. Dance **Performance**

Q: What is/are the outcome/s that I am assessing in this unit?

## 5. Skill Acquisition and **Refinement**

Q: Do students understand the success criteria specific to the assessment?

## 4. Creative **Expression**

Q: How can students explore the FMS / Elements/ Emotions that will be assessed?

## 3. Developing **Connections**

Q: Which types of connections will students need to help them complete Phases 4-6?

## 2. Dance **Appreciation**

Q: Which guiding QUESTIONS will help students focus their learning in this unit?

## 1. Dance as a **PLAYful** Experience

Q: Which songs/moves will help students practice the FMS and Elements for this unit?



# WHY DO WE TEACH DANCE IN SCHOOLS?

- We want to expose students to **DIFFERENT TYPES** of physical activities
- We want to create lessons that build off of their **INTERESTS**
- We want to keep students **ACTIVE** and **ENGAGED** in learning
- We want to give students the opportunity to develop **POSITIVE ATTITUDES** about active living
- We want to give students a chance to learn about themselves, their **CULTURE** and their identity through dance
- We want to give students the **CONFIDENCE** to bust-a-move in any future social situation



FREE VIDEOS, RESOURCES and PD Workshop Info

[www.tdfu.net](http://www.tdfu.net)



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Phylabs

