

Dance Teaching Resources and Strategies

| Dance Skills | Dance Elements | Dance Genres/Styles |
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| <p>Moving In a dance experience the child should be moving the majority of the time, cultivating movement skill and literacy rather than talking about dance</p> <p>Investigating/Improvising The spontaneous discovery and exploration of movement</p> <p>Creating/Choreography Using imaginative skill, to select, create, design and sequence movement</p> <p>Performing Demonstrating movement learned or created</p> <p>Connecting Applying information to establish personal meaning & relationships to other school subjects and life</p> | <p>Body Whole Body Involvement Individual Body Parts</p> <p>Motion Locomotor (travels): walk, run, leap, jump, hop, skip, gallop, slide, non-pedal ways Axial (stays in one place): stretch, bend, twist, push, pull, kick, jab, shake</p> <p>Energy Qualities: Sustain Suspend Collapse Vibrate Swing Explode/Strike/Flick Degrees of Energy: Strong/Weak Heavy/Light Bound Flow/Free Flow</p> <p>Space Design of Body-Shape: Straight/Linear Bent/Angular Twisted/Crooked Curved/Rounded Symmetrical/Asymmetrical Direction Up/Down Forward/Backward/Side Diagonal/etc. Levels: high, middle, low Range (amount of space): big, medium, little, etc Pathways Focus</p> <p>Time Beat (countable) Meter Accent Tempo Note Value Beat No Beat Breath Wind Water</p> | <p>Ballet Ballroom Clog/ Tap Ethnic/ Folk Jazz Modern/Contemporary Break Dance Hip Hop</p> <p style="text-align: center;">Choreographic Forms</p> <p>Abstract Narrative ABA (i.e. Shape, Move, Shape) Call and Response Cannon Theme and Variations</p> |
| <p style="text-align: center;">Teaching Strategies</p> <p>Warm-Ups Brain Dance Top-Down Body parts Silent Mirror Skill building (strength, balance, coordination, flexibility)</p> <p>Formations General/ Self- Space Circle "Side by Side" Close But Not Touching Lines & Rows Corner Groups</p> <p>Music and Drumming Use music with different genres, instruments, tempos, dynamics Percussion instruments</p> <p>Cool Down Meditation, breathing, stretching</p> <p>Other Best Practices Management : safety, when before what , clear signals Instruction: dance elements language, crossovers, side coaching, student decision making & aesthetic experience</p> | <p style="text-align: center;">Children's Literature</p> <p>Picture Book <i>Dance</i>, Bill T. Jones/Susan Kuklin, 1998 <i>Max</i>, Rachel Isadora, 1976</p> <p>ABC Book <i>Pilobolus the Human Alphabet</i>, Pilobolus (author), John Kane (photographer), 2005</p> <p>Informational Book <i>I Want to be a Dancer</i>, Stephanie Maze & Catherine O'Neill Grace, 1997 <i>The World of Ballet</i>, Judy Tatchell, 1994</p> <p>Biography <i>Alvin Ailey</i>, Andrea Davis Pinkney, 1995 <i>Ragtime Tumpie</i>, Alan Schroeder, 1989</p> <p>Chapter Book <i>Martha Graham: A Dancer's Life</i>, Russell Freedman, 1998</p> <p>Teacher's Resources <i>First Steps in Teaching Creative Dance to Children</i> (3rd Edition), Mary Joyce, 1994 <i>Creative Dance for All Ages</i>, Anne Green Gilbert, 1992</p> | |