

**Lesson Plan**  
**JSIS Dance Residency**  
*“Mexican Dances & Basic Dance Concepts”*

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Course length: 4 days (30 min each day)

**Course content:**

1. Warm up (Brain Dance)
2. Dance Concepts
3. Rondas infantiles & Danzas populares de Mexico

**Grade/age groups:** K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>th</sup>, 4<sup>th</sup> grades

**Time frame:** 4 classes of 30 minutes each

**Project focus:** This course will introduce dance and dance making to children with little or no experience in dance. Using modern dance as a model of dance genre in which movement is sculpted in time, space and with a variety of qualities, students will be guided through movement explorations to create short movement studies.

**The activities for this class will consist of:**

1. Structured games through which students and the instructor alike will provide movement vocabulary drawing from their own life experiences.
2. A choreographic structure that the instructor and the students will compose for a group dance to be performed at the end of our course.

Resources/materials needed: a sound system or boom box, microphone, a large enough -clean space for children to move freely and safely; 7 types of color stickers, color tape and a board to tack the vocabulary of the dance concepts and rules of the class.

**Learning goals:**

1. Through this course students will understand dance as an art form and learn how to create art using and understanding their own bodies, emotions and ideas.
2. Students will rationally and kinetically learn dance skills and concepts that will enhance their understanding of dance and stimulate and expand their visual, musical and kinesthetic intelligence.
3. Students will experience different traditional dances and games. This course will be focus in the Mexican culture.

**Sub-goals:**

**Goal 1:** Intellectually and kinesthetically, students will learn that dance is an art form

- a. Students will discuss their exposure to and understanding of dance.
- b. Students will experience expressing themselves through movement, and/or interpreting everyday aspects of life through movement.
- c. Students will understand that as all art forms, composition is an important component of dance as a performance art.
- d. Students will learn how to organize their movement material and collaborate with peers in creating dance as art.

**Goal 2:** Students will learn the following dance concepts, dance skills and key vocabulary:

A) Dance Concepts of: Time, Body, Space, Form, and Force Movement

B) Dance Skills:

I - Warm up/ Brain Dance

II- Space & Direction.

- Space: self space - general space
- Direction: Forward/backward; Right/ left; Up/ down
- Levels: high, medium, low.
- Pathways: air and floor patterns. Straight, curved
- Focus: Single focus/ multi focus

III- Shape

- Time: fast and slow
- Positive and negative space
- Size: big/ small

IV- Moving through space (basic and combined):

- Axial: bend, twist, stretch, swing, push, pull, fall, melt, sway, turn, spin,           dodge, kick, lift, carve, curl, lunge, slash, dab, punch, flick, float, glide, press, wring, shake, rise, sink, burst, wiggle, etc.
- 4- Time
- Locomotor: walk, run, jump, hop, leap, roll, gallop, slide, skip, and crawl. Combined: step-hop, waltz-run, two-step, jog, prance, grapevine, etc.
- Pathway: Curved/ straight / zig-zag

V- Quality of motion:

- Energy: Sharp/ smooth (sudden/ sustained)
- Weight: Strong/ light
- Flow: Free/ bound
- Speed: Fast/ slow

C) Vocabulary about the body (Anatomy), space and effort terms.

## **Kindergarden and 1<sup>st</sup> Grade Classes**

Day 1: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Space study  
End: Talk about safety in the classroom and ways to learn more.

Day 2: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Shape study  
End: “Rueda de San Miguel” or Popurri of Mexican dances

Day 3: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Moving through Space I  
End: “Rueda de San Miguel” or Popurri of Mexican dances

Day 4: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Qualities of motion  
End: “Rueda de San Miguel” or Popurri of Mexican dances

## **2<sup>nd</sup> Grade Classes**

Day 1: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Space study  
End: Talk about safety in the classroom and ways to learn more.

Day 2: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day.  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Shape study  
End: “La Jesusita” or Popurri of Mexican dances

Day 3: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Moving through Space I  
End: “La Jesusita” or Popurri of Mexican dances

Day 4: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day.  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Qualities of motion  
End: “La Jesusita” or Popurri of Mexican dances

### 3<sup>st</sup> and 4<sup>nd</sup> Grade Classes

Day 1: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Space study  
End: Talk about safety in the classroom and ways to learn more.

Day 2: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day.  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Shape study  
End: "La Bamba" or Popurri of Mexican dances

Day 3: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Moving through Space I  
End: "La Bamba" or Popurri of Mexican dances

Day 4: Beginning: Warm up the body through learning a dance routine (Brain Dance) the instructor will introduce at first and add every day. Ready position  
Middle: Understanding, practicing and combining the mentioned dance concepts and skills:  
Qualities of motion  
End: "La Bamba" or Popurri of Mexican dances

#### I- Space-Direction Exercises (in their places):

##### 0- READY POSSITION

1- Personal Space (with drum)  
Practice running, jumping and sliding (in 8's and 4's)  
1234 run  
5678 jump  
then practice:  
1234 slide right  
5678 slide left  
then put them together, run, jump, slide, slide

2- Personal Space & Common Space (with drum)  
Have students skip into the space and stop them by sounding the drum. Have them note where they are (personal space) and then skip away from the space for 8 counts (common space) and find it again in the next 8 counts (personal space again). Tell them that this is their Personal Space and common space.

3- Exploring personal space in a bubble and in a box (Track 2)  
Have students go to personal space. Have them pretend that they are in a bubble and have them explore the inside of the surface. Then have them pretend that they are in a box and have them explore that space (it can be done also with eyes closed)

4- Direction & moving together- All group moving as one (Track 3)

All the group will move together to the right and clap, move to the left and clap, move to the front and clap, move to the back and clap. Try 3 times until everybody is moving together as if the group were one being.

#### 5- Direction- Up & Down with sounds (No music)

Melt to the floor and grow on the way up. Have the class follow doing the same. Ask for different ideas of going to the floor and getting up. Have 5 students demonstrate their idea and then have the class do it. Ask for different body parts to swing, sound can also be fun. Repeat exe #4 adding this up and down melting motion.

### II- Shape Study exercises (in a big circle):

#### 0- READY POSITION

##### 1- Different shapes (no music)

All the group looking at the teacher. Call for a shape. Note the good aspects of the shape such as arms in the back, good weight and Center. Nice extensions of arms or legs, twist, shapes on one leg, shapes low or high to the floor, interesting shapes of fingers, etc...

##### 2- Shapes with counts / slow and fast (with drum)

-Ask for 5 shapes that change on the first beat of every measure. Beat the drum and count 1234, 2234, 3234, 4234.

-Tell them they are going to change the shape more slowly. Demonstrate a change in 8 counts and ask them to notice how you start to move with your center and keep the rhythm of the movement in the Center.

-Have them to make a slow change of shape on 8 counts.

-Have them do fast shapes on 4 and 2 slow shapes on 8

##### 3- High - Medium & low Shapes

-Have them do fast shapes on 4 and 2 slow shapes on 8 changing levels

##### 4- Shape study in two groups (circle)

Divide up into 2 groups and have one spread out in the space. Have the others sit in a line across the front and tapping them on the head one at a time, have them call high, medium, low and fast or slow. Also add a category called free shape that they can do at any level.

##### 5- Pair Shapes- positive and negative space

Sitting in a circle, ask a student to go into the center and make a shape. Discuss positive and negative space. Draw the negative shapes for the students. Get a new shape. Have students draw the negative shape. Have the students make another shape. You made a shape in the negative space. Having the student hold her shape still, change your shape slowly on 4 counts making shape on 4 counts while you hold your shape. Pair off students to do this exe. Do Audience/Performers

##### 6- Shape Dance (not for K's and 1<sup>st</sup> grade) (EXE for performance group)

Divide into pairs. The dance consist of:

- Pair shape
  - Movement made up by #1 for 8 counts
  - Movement made up by #2 for 8 counts
  - Ending group shape
- Work time and then show time

### III- Moving through space exercises (in lines and diagonals):

1- Axial (in place) and Locomotor (moving through) motion (with drum):

Practice *Axial* motion: open, close, turn, turn

1 open

2 close

3 turn

4 turn

REPEAT 3 more times (maybe with full turn and shape at the end)

Then practice *Locomotor*: walk (back and forward) & skip (back and forward)

1234 walk forward

5678 walk backwards

1234 skip forward

5678 skip backwards

then put them together, open, close, turn, turn, walk for 4 and skip for 4

2- Following a Path (machine like movements - Track 5)

Make a path on the space- you can use masking tape or the lines that are already on the gym floor. Designate certain spots as places to do axial moves. Have the students decide what axial and locomotor moves to do (set the moves for K's and 1<sup>st</sup> grade) on what parts of the path. Go one by one on along the path.

3- Movement Sentences in a diagonal path (with instrument)

Choose from the following or from the list on page (?):

Run-freeze-skip

Grow-spin-deflate

Skip-pause-explode

Skate-snake-spin

Flick-slide-step

4- Individual interpretations of moves (everybody imitates)

All students back to their places. Have students do moves from the School of Silly Walks. Select some of the ones that are really fun to do and have everybody imitate them. Do the same for Silly Runs, Slides, etc. Make up a combination joining some of the Silly Moves together.

5- Making dances (with the drum):

In 2 groups or groups of 5 (for older kids), make up a dance that has:

- Beginning group shape

- Locomotor movement (see exe #1) walk, skip back and forth

- Axial movement (see exe #1) open, close, turn and turn

- Ending individual shapes

6.- SET moves (following the path):

Show the kids the set moves of our choreography (explain that dances are sometimes created by improvisation like we were just did or by setting specific movements)

RUEDA DE SAN MIGUEL moves for K's

LA JESUSITA moves for 1<sup>st</sup> and 2<sup>nd</sup>

LA CUCARACHA 3<sup>rd</sup>

LA BAMBA moves for 4<sup>nd</sup>

#### IV- Quality of Motion:

Qualities to be explored:

Sustain	<sup>1</sup> Strong	<sup>2</sup> Swirling
Percussive	High Tension	Heavy
Vibratory	<sup>3</sup> Floating	Light
<sup>4</sup> Sharp	Arrested	Swinging

##### 1- Qualities pattern:

Students stay in their spots, sitting or standing up.

- Move your hands and arm using various qualities (4 is best)
- Build a pattern of 8 counts of each quality
  - Ask for things that move with the various qualities.

##### 2- Qualities and speed:

Students in their spots, sitting or standing up

Repeat exe #1 but fast and slow

##### 3- Qualities crossing the floor with music and musical instruments:

- Have students cross the floor with sustained motion. Use music that is soft and sustained ("Duermete mi niño" song)
- Do the same with other qualities of motion: vibratory (use tambourine), percussive (use drum) strong (use bell)
- Play instruments one after the other and have the students respond with the appropriate quality of motion for that instrument.

##### 4- Review SET moves for the dance:

RUEDA DE SAN MIGUEL moves for K's

LA JESUSITA moves for 1<sup>st</sup> and 2<sup>nd</sup>

LA CUCARACHA 3<sup>rd</sup>

LA BAMBA moves for 4<sup>nd</sup>

-----Just for performance groups-----

##### 5- Putting together our dance:

Review SHAPE DANCE (day 2- pairs) , MAKING DANCES COMBINATION (day3- two groups) and SET MOVES (unison) .

-Do it with music.

RUEDA DE SAN MIGUEL moves for K's

LA JESUSITA moves for 1<sup>st</sup> and 2<sup>nd</sup>

LA CUCARACHA 3<sup>rd</sup>

LA BAMBA moves for 4<sup>nd</sup>

HASTA LA VISTA AMIGOS!, see you in May 18 and 19 for our PERFORMANCE