

Elk Grove Unified School District
Visual and Performing Arts Resources
Dance

Grade 5: Lesson 2

Title: Tap and Swing Dance—American Dances

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

- 1.4 Incorporate the principles of variety, contrast, and unity with dance studies.
- 1.5 Use appropriate dance vocabulary to describe dances.

Creative Expression

Creating, Performing, and Participating in Dance

- 2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.
- 2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

Historical and Cultural Context

Understanding the Historical and Cultural Dimensions of Dance

- 3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.
- 3.3 Select traditional dances that men, women, or children perform and explain their purpose(s) of the dances.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

- 4.1 Use dance vocabulary to identify and support personal preferences for dances watched or performed.
- 4.2 Apply specific criteria to analyze and assess the quality of dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

Connections, Relationships, Applications

Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

- 5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).
- 5.3 Cite examples of the use of technology in the performing arts.

Time: 30-35 minutes

Floor Plan: Inside or outside area, general and self-space with marked boundaries.

Materials Needed:

- Stop/start signal
- Chalk for self-space and/or boundaries
- Music (optional)

Purpose:

The purpose of this lesson is to have students learn the characteristics of swing. The students may form their own opinions and preferences toward the style. The students will be made aware of how swing made its way in the dance world and the societal impacts.

Background:

It is assumed the students know previously taught dance steps and are familiar with general and self-space. See K-4 lessons.

Key Questions:

- Do the students know about swing? it's rhythms or its history?
- Can the students demonstrate the rhythms of swing?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
1 Set up purpose/goals Today we are going to be discussing swing dance.	How are you making your purpose clear to the students? Has anyone in class ever heard of swing dance? Does anyone in their family “swing” ?
2 Engage students Get the students in a room that will amplify the sound of foot rhythm.	How can I effectively get the students interested in the content of the lesson? By playing “Big Band” music and showing pictures of dancers, the students may become inspired to try swing.
3 Learning Sequence a) Introduce swing b) Explain history c) Take the students outside for learning a few basic skills in swing.	What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Are the students understanding the rhythms of swing? Do they grasp the concept of the style and the meaning behind them?
4 Assessment By being an active listener, you can listen to whether or not the students are grasping the sounds. Can the students use dance vocabulary?	How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) If using music, can students not only do the dance steps, but characterize the era?

Actual Lesson Sequence

1. *Today we are going to introduce swing dance. Has anyone heard of swing dance? There is a style of dance called swing that was introduced in the 1940s. Swing dance is normally done in partners. There are two main styles of swing (e.g., East Coast, West Coast). Today, we are going to be looking at the two different styles and practicing them.*

2. Put students in pairs. *Facing your partner standing up, I would like the sides of your bodies facing me. Now I would like for you to step towards me with a step, together, step. That would be R, L, R or L, R, L depending on which side you are on. This is the basic swing step. Make sure your feet do not cross each other. The feet should be open, close, open. Your partner will mirror you. Now reverse it and go back the other way. The counts go 1 and 2, the other way 3 and 4. Let me see you try this with your partner. Towards me and away.* Allow time to try this and help out if necessary.
3. Now have students face you. *Now instead of step, together, step, together, we are going to add what is called a ball change. Try this: Just like before; step open, feet together, step open. Now with the leg you would usually bring together, cross it slightly in back, put weight on the ball of that foot, then rock forward again. We want our swing to have a lot of energy and bounce to it.* Allow students time to practice while facing you. Then have students practice facing their partner—they should mirror each other.
4. If you have music, let students practice with it, otherwise, just practice without.
5. If students are doing well and ready for a challenge, try teaching the Charleston. The steps should be taught facing you first, then partners can face each other (one has to start in reverse, so it is more difficult). The steps are: Start on both feet, take the right foot and tap it forward, then swing it back so that it is behind the left. Put your weight on the right foot, swing the left leg back and tap it behind. Then swing the left leg forward again, transfer weight and repeat from the beginning. When the students have learned the basic step, they can add bounce and arm movement. It is a quick step, so they may want to stay on the balls of their feet.

Closure:

Wow, I am really impressed. We did a lot of dance things today. Let's head over to the listening area to recap. Who can tell me the movements of dance we covered? (swing) Who might want to do this outside of class? Thumbs up if you felt it was fun, thumbs sideways if you had some difficulty with swing. I appreciate your hard work today. How many beats does the basic swing step make? (3 beats—see #1 for basic step)

Other Considerations:

- Some considerations might include the touch aspect. Some students may not feel comfortable touching other students. Others may be rhythmically challenged. You may or may not get through all of this lesson in one session.

Extension:

- “Ball change” taught during the swing portion can be added to the shuffle step.
- Students can research and/or do a Venn diagram to compare and contrast East and West Coast Swing.
- Students can research and present information on the history of Swing in the United States.