

## Reminder

### Dancing at Home Safety Tips

- Prior to taking the virtual (online) dance class make sure you are wearing dance attire that will allow you to move properly. This will also put you in the right frame of mind.
- Clear a space designated to be your “dancing space”. Each time you enter that space you will be in the right mindset.
- If you are on carpet, have bare feet, but wear leggings or tights to avoid carpet burn. If you are on a hard surface, wear your dance shoes or (non-slippery) socks.
- The student must warm up before and cool down after any movement exercising, dancing and practicing.

### HISD Disclaimer/Waiver of Liability

The students will be engaging in online (virtual) dance instruction. While performing these activities, students should ensure the area around them is safe and free of items on the ground. Students should participate at their current level of dance technique and movement abilities. HISD is not liable for any injury caused by the students’ participation in the online distance learning program. Presence of the guardian/parent is encouraged.

### Resources

Teachers and students should use the HUB dance course resources when available. For additional information and resources refer to the links provided on the curriculum and/or on the [HISD Fine Arts webpage](#).

## Monday – 30 minutes

### Activity / Task

### Exploring Dance Elements through Creative Movement: The Weather Dance

Students will review and recall the basic elements of dance: (see resources)

Students should use Dance Elements as a resource for the bi-weekly assignment, with a parental or teacher’s help.

Warm up (you can do your own warm up, use provided links in the resources and/or from **Dance Video Lessons** resources on [HISD Fine Arts webpage](#), follow the warm up in this curriculum, or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

**Warm up:** follow the Itsy Bitsy Spider Song (\*see dance & song video resources on [HISD Fine Arts webpage](#)).

### Explore

Summarize the storyline derived from the lyrics of the song. What happened during spider’s journey? Why the spider decides to hide? When the spider chose to come out again and why? Now, perhaps we can show how much fun the spider had when showed up again by speeding up the song.

Click on this link: [Itsy Bitsy Spider](#) and do the dance again.

Try this link too: <https://youtu.be/Fodjh2wFiNA>

How this time the dance changed? (Dance Element Time: Rhythm, Tempo)

Change the song to [Freeze Dance](#) (\*see dance & song video resources on the [Fine Arts Web Page](#)). Follow the lyrics: climb up, climb down, came the rain, washed out, drying the rain, went up, and freeze. Watch that you stay in your personal space. Change the levels from low, medium and high; make the movements and shapes small or large, depending on the son lyrics (Exploring Dance Element - Space), incorporate non-locomotor movements (Dance Element Movement: non-locomotor and locomotor movements) and use your fingers to interpret spider climb from time to

Monday – 30 minutes	
	<p>time (Dance Element Body: Body Parts). When creating a shape during ‘freeze’ sometimes the spider will be big round shape, sometimes the spider will jump. How many legs does a spider have? Can we have a lot of wiggly arms and legs? How cloud moves on the sky?</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Itsy Bitsy Spider</p> <p><a href="#">Itsy Bitsy Spider Warm-Up</a></p> <p><a href="https://youtu.be/xwKX6m2tCR4">https://youtu.be/xwKX6m2tCR4</a></p> <p><a href="https://youtu.be/QvjpFwy7Mec">https://youtu.be/QvjpFwy7Mec</a></p> <p><a href="https://youtu.be/BggS5-jz1is">https://youtu.be/BggS5-jz1is</a></p> <p><a href="https://youtu.be/Fodjh2wFiNA">https://youtu.be/Fodjh2wFiNA</a></p> <p><a href="https://youtu.be/Yex6Tu059Ok">https://youtu.be/Yex6Tu059Ok</a></p> <p>Freeze Dance: <a href="https://youtu.be/2UcZWVvgMZE">https://youtu.be/2UcZWVvgMZE</a></p> <p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance</p> <p>Student will review and recall the basic elements of dance:</p> <p>Body: body parts, body shapes</p> <p>Movement: body actions, locomotor movements, non-locomotor movements</p> <p>Space: levels, pathways, directions</p> <p>Time: rhythm, tempo, freeze</p> <p>Energy: quality, force, weight</p> <p>Relationships: placement, choreographic process</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

Tuesday – 45 minutes	
Activity / Task	<p>Students will review and recall the basic elements of dance: (see resources)</p> <p>Students should use Dance Elements as a resource for the bi-weekly assignment, with a parental or teacher's help.</p>

Tuesday – 45 minutes

## Review

The artistic process to create a dance

1. Create new movements: explore and experiment
2. Organize these new movements into a dance: select and structure (every dance has a beginning, middle and end).
3. Refine the dance: evaluate and edit

**Warm up** (you can do your own warm up, use provided links in the resources and/or from **Dance Video Lessons** resources on [HISD Fine Arts webpage](#), follow the warm up in this curriculum, or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

## Explore and Experiment

Objective of the project: Dance Element: Energy Qualities

The student will create, practice and perform a dance to interpret the basic characteristics of different weather. Can you observe, describe, identify and make predictions about various types of weather: sunny weather, rain, wind or even snow weather? Can you describe qualities of all these weather types?

- Sun Is it smooth and shiny?
- Wind Is it powerful or weak?
- Rain Is it bouncy or heavy?
- Snow Is it light and fluffy?

Walk around the room. Use your dancing space and walk lightly, like you are a snowflake and you are drifting away. Toss the scarf in the air and watch how it is falling smoothly and fluffy. Try to resemble that movement quality. Now change the action and walk powerfully. What about bouncing walk: can you do that? It is jittery, bumpy and bubbly walk, like rain or wind? Next, change the action to smooth: no bumps, everything is smooth and light.

Now, think how the day looks like when it is sunny, it is raining, it is windy or, perhaps when it snows? Let's try to write down these qualities.

## Step 1

Activate the prior knowledge by reviewing some of the qualities of each items listed and noted. Remember: Weather describes the condition of the atmosphere at any given time. It includes the temperature of the air, cloud cover, humidity levels, wind speeds, and precipitation. Clouds in the sky are made up of water. Clouds are examples of tiny water droplets that have condensed from water vapor in the air. Rain occurs when water droplets in clouds become too heavy and fall to the ground as rain. When the temperature is very low, water droplets freeze and become snow, sleet, or hail. Do you know what a snowflake looks like? Can you do a snowflake shape?

Review Dance Elements by performing movements per categories. Create one simple movement such as "swaying": by swaying on the spot (non-locomotor), right, left (space -directions), up – down (space – levels), freeze the movement (body shape), fast – slow (time), light - heavy (energy: quality of the movement). Think of the words: energy and force. Explore different movement qualities with opposing energies such as: snow, wind, rain and sun, and so on.

## Activity

Let's explore Energy as a Dance Element: qualities of your movements:

- smooth
- powerful
- swing

Tuesday – 45 minutes	
	<ul style="list-style-type: none"> <li>• shake</li> <li>• wiggle</li> <li>• bounce</li> <li>• drift</li> <li>• float</li> <li>• light</li> </ul> <p>Create movements that are interpreting these listed qualities (Dance Element: Energy). You can explore movements on the spot or around the circle, zig zag or straight line. You should change the levels from the low level to high level and use different body parts and shapes (Dance Elements: Body and Space).</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Material: A long piece of ribbon or a scarf.</p> <p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance</p> <p>Student will review and recall the basic elements of dance:</p> <p>Body: body parts, body shapes</p> <p>Movement: body actions, locomotor movements, non-locomotor movements, manipulative skills</p> <p>Space: levels, pathways, directions</p> <p>Time: rhythm, tempo, freeze</p> <p>Energy: quality, force, weight</p> <p>Relationships: placement, choreographic process</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos on <a href="#">HISD Fine Arts Webpage</a>, dance resource documents.</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>

Wednesday – 30 minutes	
Activity / Task	<p>Students will review and recall the basic elements of dance: (see resources)</p> <p>Students should use Dance Elements as a resource for the bi-weekly assignment, with a parental or teacher's help.</p> <p><b>Warm up</b> (you can do your own warm up, use provided links in the resources and/or from <b>Dance Video Lessons</b> resources on <a href="#">HISD Fine Arts webpage</a>, follow the warm up in this curriculum, or</p>

Wednesday – 30 minutes

do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

**Experiment and Explore**

**Step 2**

Student will describe the qualities that embody each weather type or weather season.

i.e. student will find several characteristics of each item, draw the pictures of items, and interpret them through movement. Students will draw lines, shapes and pictures of weather types and then they will identify sharp and smooth areas. Students will create movements mimicking the items and their qualities.

- Spring (wind, showers, sunny weather, rainbows)
- Summer (smooth sunny weather, light clouds, sunshine)
- Fall (leaves falling, powerful wind, heavy rains)
- Winter (cold, rain, dark heavy clouds, sometimes snow)

Use the scarf or a long ribbon when interpreting these qualities of the movements. Note how scarf moves when pulled stronger and how it behaves when you are circling with your arms smoothly. Write these words down (Dance Element Movement: Manipulative Skills).

the following cinquain should be read by a parent (or a teacher); slowly and dramatically as the student interpret the words through movement.

Cinquain

Wind

Silky, brisk

Rattling, blowing, crushing

Soothing breezes turn into

Storms

Students can also use additional dance lessons appropriate for their dance technique and skill level, from [Dance Resources Document](#) and follow the virtual dance lesson.

**Cool down:** Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.

**Resources**

Material: A long piece of ribbon or a scarf.

Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.

Elements of Dance

Student will review and recall the basic elements of dance:

Body: body parts, body shapes

Movement: body actions, locomotor movements, non-locomotor movements, manipulative skills

Space: levels, pathways, directions

Time: rhythm, tempo, freeze

Energy: quality, force, weight

Relationships: placement, choreographic process

Use additional resources: dance elements posters, power point presentation on [HISD Fine Arts Webpage](#)

[Four Seasons Song](#)

[The Weather Dance](#)



Wednesday – 30 minutes	
	<p><a href="#">Weather Vocabulary</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>
Thursday – 30 minutes	
Activity / Task	<p>Students will review and recall the basic elements of dance: (see resources)</p> <p>Students should use Dance Elements as a resource for the bi-weekly assignment, with a parental or teacher's help.</p> <p><b>Warm up</b> (you can do your own warm up, use provided links in the resources and/or from <b>Dance Video Lessons</b> resources on <a href="#">HISD Fine Arts webpage</a>, follow the warm up in this curriculum, or do the warm-up you learned with your teacher). Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.</p> <p><b>Create Step 3</b></p> <p>Student will create movements that represent each weather type /season and perform it several times to set a particular movement that represents the weather type and season.</p> <p>Guiding questions:</p> <p>If you will perform this creative movement/dance about rain to an audience that didn't know it was about rain, how would you interpret it using your body movements? What qualities, levels, and dynamic should be presented in your movements about rain?</p> <p><b>Cool down:</b> Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.</p>
Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance</p> <p>Student will review and recall the basic elements of dance:</p> <p>Body: body parts, body shapes</p> <p>Movement: body actions, locomotor movements, non-locomotor movements</p> <p>Space: levels, pathways, directions</p> <p>Time: rhythm, tempo, freeze</p> <p>Energy: quality, force, weight</p> <p>Relationships: placement, choreographic process</p> <p>Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a></p> <p>Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson.</p> <p>Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

Friday – 30 minutes	
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Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance Student will review and recall the basic elements of dance: Body: body parts, body shapes Movement: body actions, locomotor movements, non-locomotor movements Space: levels, pathways, directions Time: rhythm, tempo, freeze Energy: quality, force, weight Relationships: placement, choreographic process Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a> Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

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Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance Student will review and recall the basic elements of dance: Body: body parts, body shapes Movement: body actions, locomotor movements, non-locomotor movements Space: levels, pathways, directions Time: rhythm, tempo, freeze Energy: quality, force, weight Relationships: placement, choreographic process Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a> Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>



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Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements.</p> <p>Elements of Dance Student will review and recall the basic elements of dance: Body: body parts, body shapes Movement: body actions, locomotor movements, non-locomotor movements Space: levels, pathways, directions Time: rhythm, tempo, freeze Energy: quality, force, weight Relationships: placement, choreographic process Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a> Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

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Resources	<p>Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements. Elements of Dance Student will review and recall the basic elements of dance: Body: body parts, body shapes Movement: body actions, locomotor movements, non-locomotor movements Space: levels, pathways, directions Time: rhythm, tempo, freeze Energy: quality, force, weight Relationships: placement, choreographic process Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a> Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

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Resources	<p>Material: A long piece of ribbon or a scarf. Creative movement lessons heavily depend on understanding, using and manipulating dance elements in exploring, interpreting, creating, and designing dance movements. Elements of Dance Student will review and recall the basic elements of dance: Body: body parts, body shapes Movement: body actions, locomotor movements, non-locomotor movements, manipulative skills Space: levels, pathways, directions Time: rhythm, tempo, freeze Energy: quality, force, weight Relationships: placement, choreographic process Use additional resources: dance elements posters, power point presentation on <a href="#">HISD Fine Arts Webpage</a> Students can use weekly lesson samples from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students can use additional dance lessons appropriate for their dance technique and skill level, from <a href="#">Dance Resources Document</a> and follow the virtual dance lesson. Students (teachers and parents) can find additional dance songs and dance along videos <a href="#">HISD Fine Arts Webpage</a>.</p>

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