POWERHOUSE!!! Percussive Dance

Lesson 1VAPA Dance

**Make Music w/Your Hands & Feet**

**Overview**

* Each class starts with team cheer and reminders why we work as a team/what the benefits are;
* Students introduced to **language arts musical** vocabulary (percussion, rhythm, tempo, dance, meter & time signature) and physical movement of this style of dance.
* Understanding of **body mechanics** and stamina are introduced with demonstrations **(health/Fitness);**
* Set of 3 steps is introduced to their step vocabulary, arranging numeric sequences into new patterns and creating new **axial &** **locomotor movements**;

**Materials needed:**

No special shoes are required. However, students can bring tap shoes if they have them. Other suitable shoes to wear are ones without thick soles or black soles like Vans or converse brand shoes. **NO Wheelies flip flops, Crocs, sandals or any open toed shoes. For safety reasons students who wear those shoes will be asked to observe rather than dance.**

**Objectives:**

* Students explore and experience practically applied musical definitions relating to percussive dance: dance, percussion, rhythm, and tempo.
* Students explore importance of cooperation and working as a team unit to set and achieve goals; Classroom rules & guidelines are established;
* Basic physical/dance warm up presented and executed;
* Physical movement is implemented as they learn 3-4 basic steps/patterns (marches/shuffles, singles, triples, chugs)
* Basic physical technique and style of percussive dance will be presented.

**Vocabulary:** **percussion, rhythm, tempo, dance, acapella, meter, time signature**

**Background Info:**

* Students will be asked what the advantages of working/dancing as a team are.
* Students will be introduced to basic steps/movement.
* Students will be asked to memorize sequences of steps in numerical patterns and execute them as a team;

**Procedure:**

* Class is given a “team name” & introduced to team rules/guidelines.
* Students play a rhythm game to help instructor learn names and to help students get familiar with precision rhythmic execution.
* Students do group dance and they are encouraged to do it EXACTLY the same (like a team) and make it percussive.
* Students learn the first of 3 sections of a dance that will be completed and performed in following weeks.

**Assessment:**

* How can we work together to create a stronger performance?
* What is the role of each person on the “team?”
* Why is it important to follow rules and guidelines?
* How is dancing musical?

**Integration/Correlation/Extension/Modifications**

* Children can create their own tap shoes using coins or washers and duct taping them to the bottom of their shoes! Create and perform their own dances. **(Problem solving skills (mathematics))**
* Students can be asked if they play percussive instruments, which one? Etc.