

11/17/20

Designed by: Tori Breen

Course or class: Level IV Jazz (usually taught by Heather Annis) at Ballare Teatro

Date of lesson: 11/17/2020

Length of lesson: 90 minutes

Materials and resources needed: n/a

Learning Goals: *What will the students learn or be able to do as a result of this lesson?*

Students will practice basic jazz dance skills.

Students will work on weight changes and directional changes within choreography.

Students will work on using their torsos in movement.

Students will be able to improvise in jazz movement.

Students will practice altering phrases and making choreographic decisions.

Students will be able to verbally describe movement and provide positive feedback to their peers.

Assessment: *How you will be able to tell if a student is achieving or making progress towards the Learning Goals? What would you see or hear? What should you look for?*

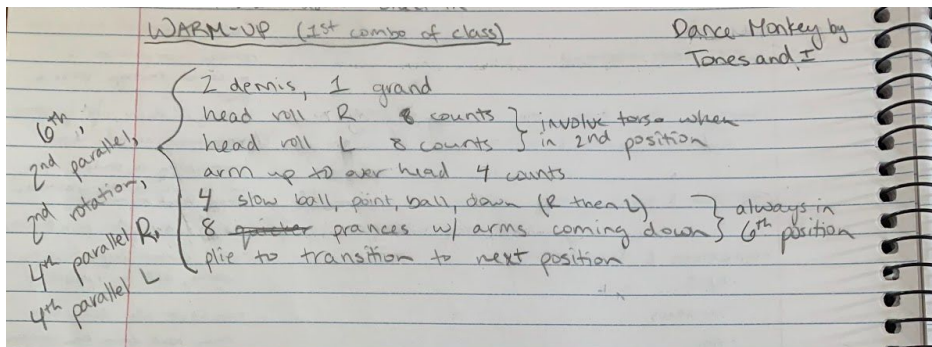
I will look for increased torso integration as we repeat combinations or progress through class. I will know that students are making progress on the learning goals if they are able to verbalize observations of their partners' movements and are able to make personal choreographic choices.

Lesson Progression: *Write out the exercises or sequences.*

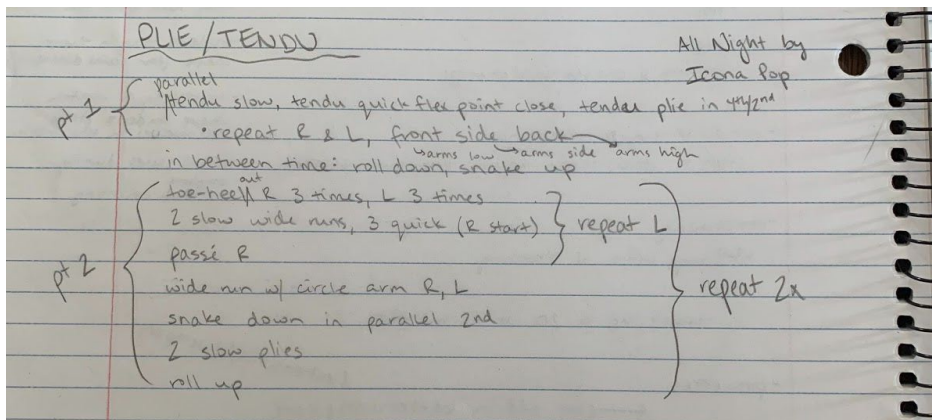
1. Check in 10 min
 - a. Sound check
 - b. Names again, pronouns if you want
 - c. Share any news, check in about how your bodies are doing
 - d. Share general goals for class
2. Warm-Up (same as previous class) 10 min
3. Plie/Tendu (same as previous class) 10 min
 - a. If time, do it again with arms of choice in the tendus and more free torso movement throughout
4. Jumps 5 min
5. Freeform Stretch and Conditioning 5 min
6. Battement/Pirouette 20 min
 - a. Longer combination
 - b. Includes a short improvisation moment
 - c. Repeat without me
7. Screen Break 3 min
8. Phrase 30 min
 - a. Once we have the phrase, they'll have some time to make it their own with the following prompt:
 - i. Find 2 places to repeat a movement
 1. Can repeat it once or repeat it many times

- ii. Find 2 places to change the quality of a movement
 - 1. Legato, staccato
 - 2. High effort, low effort
 - 3. Fast, slow
 - iii. Find 2 places to add in a movement of your own
 - b. Give them time to practice their phrases, then partner up. One partner dances while the other watches, then the watching partner shares things they noticed and things they appreciate about the other person's dancing using the direct chat. Repeat with roles reversed.
 - c. If extra time, try with very different music
9. Closing 5 min
- a. Cool down (if time)
 - b. Offer to talk with anyone who wants about dancing in college or anything else, Heather has my contact info

Warm-Up/Plies



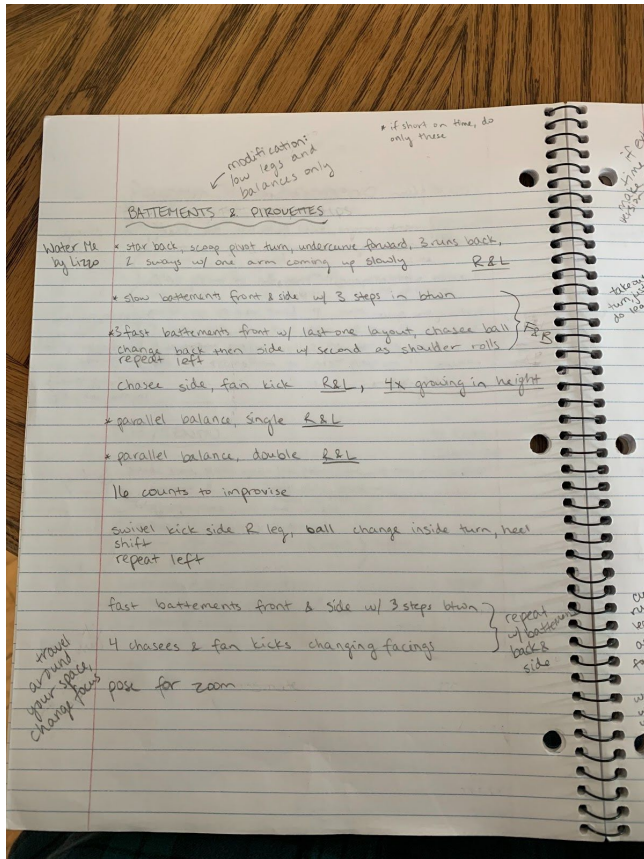
Plies/Tendus



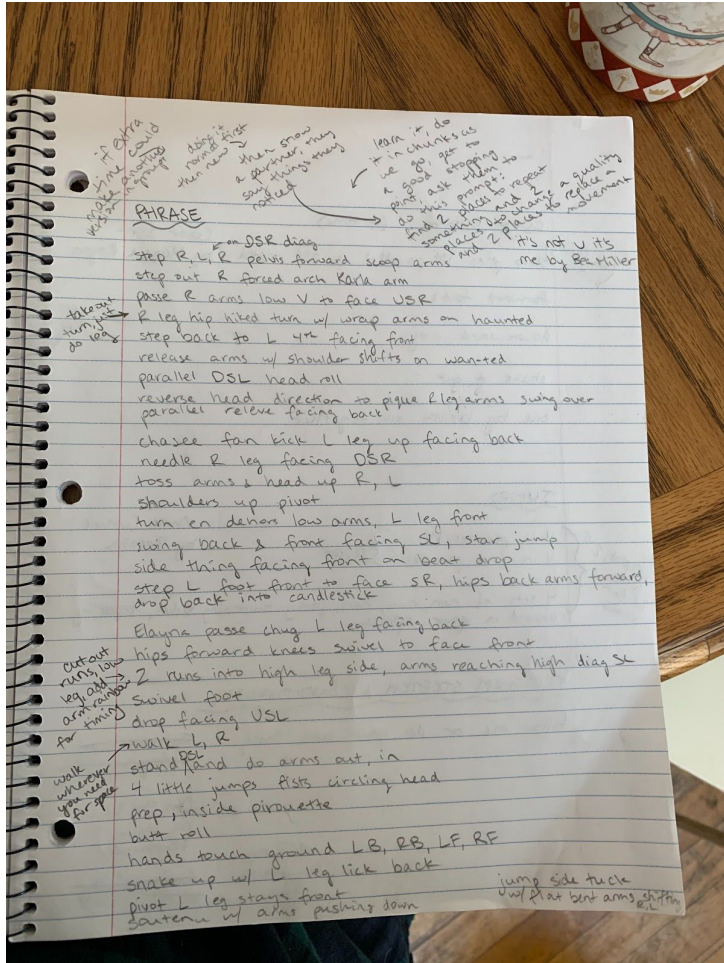
Jumps

Stretching/Conditioning

Battement/Pirouette



Phrase



Cool Down

Reflection:

We were able to touch on each learning goal, and I observed progress in each student in a majority of the learning goals. More progress could be made through a deeper dive into one or two of the learning goals,

or by looking at a series of classes over time. If I were to teach this lesson again, I would drastically reduce the amount of different exercises I was trying to fit in the lesson. However, I went into it knowing that we might not get to everything and with a couple of ideas for different components to cut based on where the students' interest seemed to be.