

	JAZZ DANCE (SESSION #1 OF 5)			
	GRADES: 3-6			
	PROGRAM SESSION: DANCE AND DRAMA GAMES			
	CLASS SESSIONS: Weekday, P1 (9:15-10:30) July 31st-August 4th (#5 sessions)			
	TEACHING ARTIST: Alice Zelenko, TA Isabella Poschman			
	Program Overview			
	Essential Question: How can we utilize our knowledge of movement and dance technique towards performing a specialized style like Jazz?			
	Goals: Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.			
	Resources: Auxilary Chord (Speaker), Smart board or other screening device (laptop fine), big paper, markers, floor dots			
ACTIVITY	LENGTH	DESCRIPTION	OBJECTIVE	MEDIA/MATERIALS
Day One Spiel	15	<p>1) Space Ettiquite: Organize students in a sitting circle. Go over basic ettiquite including the outdoors-- respecting nature, leave no trace; the Indoors-- respect the <i>shared</i> space; and the bathrooms/hallways-- clean up after yourself, remain quiet in the hallways. Check in if any questions</p> <p>2) Community Compact: Using a large white paper, or white board, first pick on a name of the camp group. If having trouble, ask for an adjective (explain) and animal. Then, using the prompts (1. How do we want to feel when we're in this space together? 2. What things do we need to do (and not do) in order to feel those things?) create a running list and then underline three main tasks to make the space feel as such. Have all students, including you, sign. IMPORTANT THINGS: Raising hands, listening, participating.</p> <p>3) Name Game: Have students stand and form a circle, then go around saying name, pronouns (explain), and <i>if you were a butterfly, where would you fly right now?</i> Pt. 2 Ask students to think of a movement that might go with their name. We will stand up, go around, and repeat everyone's names and gestures. Ask any students at the end if they think they can remember them all (for funsies).</p>	Students will acknowledge basic camp guidelines to create a safe, organized, fun, collaborative camp environment for the rest of the program. Students and teachers will learn each others names, pronouns, and a little bit about each other.	Big white paper sheet, markers

Warm Up: Kitty Wants a Corner	10	<p>1) Have students stand and form a circle, then go around saying name, pronouns (explain), and if you were a butterfly, where would you fly right now? Pt. 2 Start as the kitty, then begin to ask students "kitty wants a corner," with the response, "go ask my neighbor". Other students can switch places (carefully, have them take an oath). The goal is not to be in the center of the circle.</p> <p>2) Ask students to pick up their dots, and place them in lines. Then arrange into windows. <i>What is a "window" in dance? Why are they important? Can you see yourself in the mirror?</i></p>	Students will effectively build community and classroom comfort through a high impact physical and vocal warm up.	Dots (Floor)
Warm Up: Circle of Life	5	<p>1) <i>What is a warm up? Why is it important to warm up? What kind of muscles do you need to stretch before you move around?</i></p> <p>2) Start with a physical warm up (inhale/exhale, stretching inter coastal, flat back, bend/straighten, hamstrings and rag doll, hip opener R/L, lung, twist, quad stretch, seated split, end with plies in first, second, third, fourth, fifth, parallel, end on releve in second and hold).</p>	Students will warm up their bodies and kinesthetic awareness through active stretching and strengthening.	AUX
Ballet Positions Review	5	Review the 5 positions of ballet, without arms if students do not have previous dance experience. Then transition into jazz terminology, and show how it differs.	Students will understand the foundational differences between jazz and ballet technique.	None
Fosse: Mini Lecture + Show Combination	5	Chat a bit about who Fosse was, how he was injured so developed a new form of dance as a choreographer and performer. How his technique focused on detail, isolations, angularity and asymmetry. <i>Sweet Charity, Chicago, Pippin, The Little Prince</i> -- show clips on board if time. Transition into explaining <i>Steam Heat</i> in the <i>Pajama Game</i> , and how we will perform this combination at the end of the week for our parents utilizing what we've learned about Fosse.	Students will understand the history of Fosse within the American Musical Theatre Canon, and how his effect on the dance world changed everything from movement technique, standards of craft, to theatre artistry/community. They will also understand why their combination is in the style it is.	Smart Board


Isolations	5	1) <i>What might be an isolation in dance? How might Fosse use isolations? Can you move just your head and nothing else? Your right toe? Your left finger?</i> 2) Isolation warm up to <i>Shut Up and Dance with Me</i> or <i>Raise You Up</i> from Kinky Boots. Isolate, Head R/L, U/D, Tilt, roll neck, whole body, shoulders U/D, roll, ribs, hips, knees, ball/toe/point, then sprint around the room, jumping jacks, high knees	Students will isolate parts of their physical instrument to develop effective foundational dance technique.	AUX
Turn Combination: <i>Mamma Mia</i>	5	1) Teach the three part preparation: tendu, plie/rep, passee/turn. Teach on both sides, and teach both jazz vs. ballet versions. 2) Go around doing Prep, 1/4 turns, 1/2 turns, 1 turn, doubles (if clean), then on the other side.	Students will learn preparation and foundation for pirouettes.	AUX
Across the Floor	15	Have students form 2 lines. Across the floor, two at a time, teach pas de bourrée, chasse, grape vines, step touch, channes turns, basic forward leaps, shimmy, hip isolations, strut	Students will utilize the dance space to practice traveling with movement, rather than being stationary.	AUX
Combination: <i>Steam Heat</i> from the Pajama Game (Simplified)	20	Teach without music, 8 count chunks at a time, emphasizing detail oriented portions and for complicated footwork, isolated feet and then adding arms on top. Run first 2 eight counts with music.	Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.	AUX
Cool Down/Close Out	5	Close out with a short freestyle dance circle. Then a quick close gesture together-- each person send "Thank you for being here" to the person towards their right, and then "thank you for your hard work" to the person towards their left.	Students will build community and formally close out of the artistic space.	
BONUS: Freeze Dance	-	Freeze dance! (Use MT songs)		
SUM	90			
TOTAL	90			

	JAZZ DANCE (SESSION #2 OF 5)			
	GRADES: 3-6			
	PROGRAM SESSION: DANCE AND DRAMA GAMES			
	CLASS SESSIONS: Weekday, P1 (9:15-10:30) July 31st-August 4th (#5 sessions)			
	TEACHING ARTIST: Alice Zelenko, TA Isabella Poschman			
	Program Overview			
	Essential Question: How can we utilize our knowledge of movement and dance technique towards performing a specialized style like Jazz?			
	Goals: Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.			
	Resources: Auxiliary Chord (Speaker), Smart board or other screening device (laptop fine), big paper, markers, floor dots			
ACTIVITY	LENGTH	DESCRIPTION	OBJECTIVE	MEDIA/MATERIALS
Warm Up: Bam	10	Start by going over names with a short name game, then transition into BAM (energy passing game). Halt stops the bam in the other direction, ramp skips a person, shanananana and dunananana can be sent across the circle (and Harry Potter/Voldemort, Hulk/Smash). Work up one level at a time, teaching without the first day and encouraging speed and energy.	Students will effectively build community and classroom comfort through a high impact physical and vocal warm up.	Dots (Floor)
Warm Up: Circle of Life	5	Start with a physical warm up (inhale/exhale, stretching intercostal, flat back, bend/straighten, hamstrings and rag doll, hip opener R/L, lung, twist, quad stretch, seated split, end with plies in first, second, third, fourth, fifth, parallel, end on relevé in second and hold).	Students will warm up their bodies and kinesthetic awareness through active stretching and strengthening.	AUX
Ballet Positions Review	5	Review the 5 positions of ballet, without arms if students do not have previous dance experience. Then transition into jazz terminology, and show how it differs.	Students will understand the foundational differences between jazz and ballet technique.	None
Isolations	5	Isolation warm up to <i>Shut Up and Dance with Me</i> or <i>Raise You Up</i> from Kinky Boots. Isolate, Head R/L, U/D, Tilt, roll neck, whole body, shoulders U/D, roll, ribs, hips, knees, ball/toe/point, then sprint around the room, jumping jacks, high knees	Students will isolate parts of their physical instrument to develop effective foundational dance technique.	AUX
Turn Combination: <i>Mamma Mia</i>	5	1) Go over the three part preparation: tendu, plié/prep, passee/turn. Teach on both sides, and teach both jazz vs. ballet versions. 2) Go around doing Prep, 1/4 turns, 1/2 turns, 1 turn, doubles (if clean), then on the other side.	Students will learn preparation and foundation for pirouettes.	AUX


Kick Combination: <i>All that Jazz</i>	10	1) Teach battement, developpe, attitude, and fan kicks in en crois. Teach the ballet vs. jazz differences. 2) Kick combination through all kicks, and all sides. Keep arms in second.	Students will learn the basic technique of kicks in jazz and ballet technique.	AUX
Across the Floor	20	Have students form 2 lines. Across the floor, two at a time, teach pas de bourrée, chasse, grape vines, step touch, channes turns, basic forward leaps, shimmy, hip isolations, strut	Students will utilize the dance space to practice traveling with movement, rather than being stationary.	AUX
Combination: <i>Steam Heat</i> from the Pajama Game (Simplified)	25	Teach without music, 8 count chunks at a time, emphasizing detail oriented portions and for complicated footwork, isolated feet and then adding arms on top. Run first 4 eight counts with music.	Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.	AUX
Cool Down/Close Out	5	Close out with a short freestyle dance circle. Then a quick close gesture together-- each person send "Thank you for being here" to the person towards their right, and then "thank you for your hard work" to the person towards their left.	Students will build community and formally close out of the artistic space.	
BONUS: Freeze Dance	-	Freeze dance! (Use MT songs)		
SUM	90			
TOTAL	90			

	JAZZ DANCE (SESSION #3 OF 5)			
	GRADES: 3-6			
	PROGRAM SESSION: DANCE AND DRAMA GAMES			
	CLASS SESSIONS: Weekday, P1 (9:15-10:30) July 31st-August 4th (#5 sessions)			
	TEACHING ARTIST: Alice Zelenko, TA Isabella Poschman			
	Program Overview			
	Essential Question: How can we utilize our knowledge of movement and dance technique towards performing a specialized style like Jazz?			
	Goals: Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.			
	Resources: Auxiliary Chord (Speaker), Smart board or other screening device (laptop fine), big paper, markers, floor dots			
ACTIVITY	LENGTH	DESCRIPTION	OBJECTIVE	MEDIA/MATERIALS
Warm Up: BAM	10	Start by going over names with a short name game, then transition into BAM (energy passing game). Halt stops the bam in the other direction, ramp skips a person, shanananana and dunananana can be sent across the circle (and harry potter/voldemort, hulk/smash). Work up one level at a time, teaching without the first day and encouraging speed and energy.	Students will effectively build community and classroom comfort through a high impact physical and vocal warm up.	Dots (Floor)
Gibberish Translator	10	Have students form an audience, and ask for three volunteers. One is the host, one is the Gibberish expert, one is their translator. Formulate it like a talk show. Ask the audience what this person should be an expert in, then introduce them (helping out host), then have host ask two questions, followed by three audience volunteer questions, followed by one concluding question. Encourage students to create unique characters, and play with translating many words for a few and vice versa.	Students will develop imaginative improvisational skills and build community.	3 chairs (opt.)
Warm Up: Circle of Life	5	Start with a physical warm up (inhale/exhale, stretching inter costal, flat back, bend/straighten, hamstrings and rag doll, hip opener R/L, lung, twist, quad stretch, seated split, end with plies in first, second, third, fourth, fifth, parallel, end on relevé in second and hold).	Students will warm up their bodies and kinesthetic awareness through active stretching and strengthening.	AUX
Ballet Positions Review	5	Review the 5 positions of ballet, without arms if students do not have previous dance experience. Then transition into jazz terminology, and show how it differs.	Students will understand the foundational differences between jazz and ballet technique.	None

Isolations	5	Isolation warm up to <i>Shut Up and Dance with Me</i> or <i>Raise You Up</i> from Kinky Boots. Isolate, Head R/L, U/D, Tilt, roll neck, whole body, shoulders U/D, roll, ribs, hips, knees, ball/toe/point, then sprint around the room, jumping jacks, high knees	Students will isolate parts of their physical instrument to develop effective foundational dance technique.	AUX
Turn Combination: <i>Mamma Mia</i>	5	1) Go over the three part preparation: tendu, plie/prep, passee/turn. Teach on both sides, and teach both jazz vs. ballet versions. 2) Go around doing Prep, 1/4 turns, 1/2 turns, 1 turn, doubles (if clean), then on the other side.	Students will learn preparation and foundation for pirouettes.	AUX
Kick Combination: <i>All that Jazz</i>	5	Kick battement, developpe, attitude, and fan kicks in en crois. Keep arms in second.	Students will learn the basic technique of kicks in jazz and ballet technique.	AUX
Across the Floor	20	Have students form 2 lines. Across the floor, two at a time, teach pas de bourrée, chasse, grape vines, step touch, channes turns, basic forward leaps, shimmy, hip isolations, strut	Students will utilize the dance space to practice traveling with movement, rather than being stationary.	AUX
Combination: <i>Steam Heat</i> from the Pajama Game (Simplified)	20	Teach without music, 8 count chunks at a time, emphasizing detail oriented portions and for complicated footwork, isolated feet and then adding arms on top. Run 6 eight counts with music.	Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.	AUX
Cool Down/Close Out	5	Close out with a short freestyle dance circle. Then a quick close gesture together-- each person send "Thank you for being here" to the person towards their right, and then "thank you for your hard work" to the person towards their left.	Students will build community and formally close out of the artistic space.	None
BONUS: Freeze Dance	-	Freeze dance! (Use MT songs)		
SUM	90			
TOTAL	90			

	JAZZ DANCE (SESSION #4 OF 5)			
	GRADES: 3-6			
	PROGRAM SESSION: DANCE AND DRAMA GAMES			
	CLASS SESSIONS: Weekday, P1 (9:15-10:30) July 31st-August 4th (#5 sessions)			
	TEACHING ARTIST: Alice Zelenko, TA Isabella Poschman			
	Program Overview			
	Essential Question: How can we utilize our knowledge of movement and dance technique towards performing a specialized style like Jazz?			
	Goals: Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.			
	Resources: Auxiliary Chord (Speaker), Smart board or other screening device (laptop fine), big paper, markers, floor dots			
ACTIVITY	LENGTH	DESCRIPTION	OBJECTIVE	MEDIA/MATERIALS
Warm Up: Gracious Goat	10	One person in the center kneels and passes the "goat" with the phrase, <i>I give you the gracious goat!</i> The receiver then exclaims, <i>I have the gracious goat!!</i> The two people on either side exclaim, <i>S/he has the gracious goat!!</i> , the next two exclaim <i>Isn't it grand to have the gracious goat?</i> and repeat until everyone has received the gracious goat.	Students will effectively build community and classroom comfort through a high impact physical and vocal warm up.	Dots (Floor)
Gibberish Translator	10	Have students form an audience, and ask for three volunteers. One is the host, one is the Gibberish expert, one is their translator. Formulate it like a talk show. Ask the audience what this person should be an expert in, then introduce them (helping out host), then have host ask two questions, followed by three audience volunteer questions, followed by one concluding question. Encourage students to create unique characters, and play with translating many words for a few and vice versa.	Students will develop imaginative improvisational skills and build community.	3 chairs (opt.)
Warm Up: Circle of Life	5	Start with a physical warm up (inhale/exhale, stretching inter costal, flat back, bend/straighten, hamstrings and rag doll, hip opener R/L, lung, twist, quad stretch, seated split, end with plies in first, second, third, fourth, fifth, parallel, end on releve in second and hold).	Students will warm up their bodies and kinesthetic awareness through active stretching and strengthening.	AUX
Ballet Positions Review	5	Review the 5 positions of ballet, without arms if students do not have previous dance experience. Then transition into jazz terminology, and show how it differs.	Students will understand the foundational differences between jazz and ballet technique.	None

Isolations	5	Isolation warm up to <i>Shut Up and Dance with Me</i> or <i>Raise You Up</i> from Kinky Boots. Isolate, Head R/L, U/D, Tilt, roll neck, whole body, shoulders U/D, roll, ribs, hips, knees, ball/toe/point, then sprint around the room, jumping jacks, high knees	Students will isolate parts of their physical instrument to develop effective foundational dance technique.	AUX
Turn Combination: <i>Mamma Mia</i>	5	1) Go over the three part preparation: tendu, plie/prep, passee/turn. Teach on both sides, and teach both jazz vs. ballet versions. 2) Go around doing Prep, 1/4 turns, 1/2 turns, 1 turn, doubles (if clean), then on the other side.	Students will learn preparation and foundation for pirouettes.	AUX
Kick Combination: <i>All that Jazz</i>	5	Kick battement, developpe, attitude, and fan kicks in en crois. Keep arms in second.	Students will learn the basic technique of kicks in jazz and ballet technique.	AUX
Across the Floor	20	Have students form 2 lines. Across the floor, two at a time, teach pas de bourrée, chasse, grape vines, step touch, channes turns, basic forward leaps, shimmy, hip isolations, strut	Students will utilize the dance space to practice traveling with movement, rather than being stationary.	AUX
Combination: <i>Steam Heat</i> from the Pajama Game (Simplified)	20	Teach without music, 8 count chunks at a time, emphasizing detail oriented portions and for complicated footwork, isolated feet and then adding arms on top. Run 8 eight counts with music.	Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.	AUX
Cool Down/Close Out	5	Close out with a short freestyle dance circle. Then a quick close gesture together-- each person send "Thank you for being here" to the person towards their right, and then "thank you for your hard work" to the person towards their left.	Students will build community and formally close out of the artistic space.	None
BONUS: Freeze Dance	-	Freeze dance! (Use MT songs)		
SUM	90			
TOTAL	90			

	JAZZ DANCE (SESSION #5 OF 5)			
	GRADES: 3-6			
	PROGRAM SESSION: DANCE AND DRAMA GAMES			
	CLASS SESSIONS: Weekday, P1 (9:15-10:30) July 31st-August 4th (#5 sessions)			
	TEACHING ARTIST: Alice Zelenko, TA Isabella Poschman			
	Program Overview			
	Essential Question: How can we utilize our knowledge of movement and dance technique towards performing a specialized style like Jazz?			
	Goals: Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.			
	Resources: Auxiliary Chord (Speaker), Smart board or other screening device (laptop fine), big paper, markers, floor dots			
ACTIVITY	LENGTH	DESCRIPTION	OBJECTIVE	MEDIA/MATERIALS
Warm Up: Game of Choice	15	Using learned games, warm up with game of students choice (voting).	Students will effectively build community and classroom comfort through a high impact physical and vocal warm up.	Dots (Floor)
Warm Up: Circle of Life	5	Start with a physical warm up (inhale/exhale, stretching inter costal, flat back, bend/straighten, hamstrings and rag doll, hip opener R/L, lung, twist, quad stretch, seated split, end with plies in first, second, third, fourth, fifth, parallel, end on releve in second and hold).	Students will warm up their bodies and kinesthetic awareness through active stretching and strengthening.	AUX
Isolations	5	Isolation warm up to <i>Shut Up and Dance with Me</i> or <i>Raise You Up</i> from Kinky Boots. Isolate, Head R/L, U/D, Tilt, roll neck, whole body, shoulders U/D, roll, ribs, hips, knees, ball/toe/point, then sprint around the room, jumping jacks, high knees	Students will isolate parts of their physical instrument to develop effective foundational dance technique.	AUX
Turn Combination: <i>Mamma Mia</i>	5	1) Go over the three part preparation: tendu, plie/prep, passee/turn. Teach on both sides, and teach both jazz vs. ballet versions. 2) Go around doing Prep, 1/4 turns, 1/2 turns, 1 turn, doubles (if clean), then on the other side.	Students will learn preparation and foundation for pirouettes.	AUX
Kick Combination: <i>All that Jazz</i>	5	Kick battement, developpe, attitude, and fan kicks in en crois. Keep arms in second.	Students will learn the basic technique of kicks in jazz and ballet technique.	AUX
Across the Floor	20	Have students form 2 lines. Across the floor, two at a time, teach pas de bourrée, chasse, grape vines, step touch, channes turns, basic forward leaps, shimmy, hip isolations, strut	Students will utilize the dance space to practice traveling with movement, rather than being stationary.	AUX

Combination: <i>Steam Heat</i> from the Pajama Game (Simplified)	30	Rehearse dance, focusing on cleaning moments of disagreement. Have students try by themselves for last few runs.	Students will learn and perform a combination in the jazz style, specifically Fosse, using music from the theatrical cannon.	AUX
Cool Down/Close Out	5	Close out with a short freestyle dance circle. Then a quick close gesture together-- each person send "Thank you for being here" to the person towards their right, and then "thank you for your hard work" to the person towards their left.	Students will build community and formally close out of the artistic space.	None
BONUS: Freeze Dance	-	Freeze dance! (Use MT songs)		
SUM	90			
TOTAL	90			