





Arts Education Project Communication Form

Date:	Classroom Teacher:	Discipline: Dance
VAPA Teacher:	Room #:	Lesson: First Grade Hispanic Heritage
Lesson Objective(s): <ul style="list-style-type: none"> I can celebrate Hispanic Heritage with movement! 		
Key Vocabulary: <ul style="list-style-type: none"> baile folklórico- literally "folkloric dance" in Spanish, is a collective term for traditional Mexican dances that emphasize local folk culture with performance characteristics – pointed toes, exaggerated movements, highly choreographed. Día De Los Muertos- translated "The Day of the Dead" is a Latin American tradition in remembrance of dead relatives and loved ones 		
 Visit us at https://sites.google.com/sandi.net/artseducationproject 		

Arts Education Project Communication Form

Date:	Classroom Teacher:	Discipline: Dance
VAPA Teacher:	Room #:	Lesson: First Grade Hispanic Heritage
Lesson Objective(s): <ul style="list-style-type: none"> I can celebrate Hispanic Heritage with movement! 		
Key Vocabulary: <ul style="list-style-type: none"> baile folklórico- literally "folkloric dance" in Spanish, is a collective term for traditional Mexican dances that emphasize local folk culture with ballet characteristics – pointed toes, exaggerated movements, highly choreographed. Día De Los Muertos- translated "The Day of the Dead" is a Latin American tradition in remembrance of dead relatives and loved ones 		
 Visit us at https://sites.google.com/sandi.net/artseducationproject 		

Dance – First Grade

Lesson 1 – Hispanic Heritage and Día De Los Muertos

CALIFORNIA ARTS STANDARDS

1.DA:Re7b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.

OBJECTIVE: I can celebrate Hispanic Heritage with movement!

VOCABULARY: baile folklórico, Día De Los Muertos

INSTRUCTIONAL MATERIALS:

- Daily agenda/[presentation](#)
- Computer, projector, speaker
- Communication form
- 1 Hula Hoop - Optional
- Painter's Tape

MUSIC TRACKS:

- Popular music with a strong beat
 - [Celebrate](#) - Pitbull
 - [Try Everything](#) - Shakira
- Other recommended:
 - [Hispanic Heritage Playlist](#) - Spotify
 - [Hispanic Heritage Playlist](#) - Youtube
- [Los Machetes](#) - Mariachi Vargas

VIDEOS (for display):

- [Día De Los Muertos Parade](#)
- [Los Machetes tutorial](#)

SET-UP:

- Tape "X"s for each student in personal space

OTHER RESOURCES:

- Be Arts Smart rules poster
- [Brain Dance video](#)
- [Warmup video](#)

EXTENSION RESOURCES:

-

ENTRANCE

Lesson 1 & 1.5: Instrumental music

1. Greet students outside the classroom and give them instructions.
2. Have students enter the classroom, following you, playing follow the leader. Lead the students into a circle and have them sit. As needed, adjust individuals in the circle or instruct everyone to hold hands to form a circle.
3. Optional: play an instrumental music track as you enter. Stop it when students are settled.

OPENING

Greeting (1 minute)

1. Introduce yourself to the students, and tell them this is dance class.
2. Show and read aloud today's "I Can" statement: "I can celebrate Hispanic Heritage with movement!"

Be Arts Smart (3 minutes)

Sing a cappella

1. Show students the "Be Arts Smart" poster with rules. Read the rules and explain as needed.
2. Instruct students to echo you as you sing the "Be Arts Smart" song.
3. Sing "Be Arts Smart", prompting students to echo you.
4. Say: *When I need your attention, I will...* Then explain your attention-getter.
 - a. Example: I will say "Class, class?" Students will say "Yes, yes!" while nodding and clapping on each word.

Brain Dance (5 minutes)

1. Keep students in the circle and complete the 'Brain Dance' exercise.

Who's in the room? (5 minutes)

1. Say: *Think of a dance move or a movement you have done at home or at a celebration. (allow students time to think) On the count of 3, show your move. 1-2-3. (students show movement)*
2. Go around the circle and ask each student to show their movement and state where/when they have used it. Have all students mimic the movement. Repeat so that all students share.

Pass the Move (3 minutes)

1. Keep students standing in the circle. Adjust the balloon circle size as needed during this activity.
2. Explain that you will turn to the person on your left and move a body part (non-locomotor). They should turn to the person on their left and make the sound. The move should travel around the circle. The purpose is to see how quickly the move makes it around the circle. You do NOT have to wait until the move has made it around the circle to start the next move. You can also repeat a move.
 - a. Wave "hi"
 - b. Stomp
 - c. Hop one time
3. For an advanced class or Lesson 2.5:
 - a. Try two moves.
 - b. Start moves closer together.

- c. Start two of the same moves going in opposite directions.
- d. Start two different moves going in opposite directions.

WARM UP

Introduce Concept - Personal Space (3 minutes)

1. Still in the circle, ask students what they think 'personal space' means.
2. Explain personal space. Personal is your body bubble. It covers the entire body, no matter how wide or high you can move or stretch.
3. Demonstrate body bubble by placing hands in fifth position, bring them to first position, and out to second position. Explain you must be gentle as you make a body bubble so you don't pop the bubble. Have students follow.
4. Ask: *Do we have personal space?* (No.)
5. The teacher will move to another place in the room, stop and demonstrate while you might get close to an object or another person, you still will not touch, keeping your body bubble safe from popping at all times.
6. Ask one student to find personal space in the room.
 - a. Comment on how the student is walking carefully and ask the student to check his body bubble before he sits in his space.
 - b. **BE SURE** to define the space for the students if there are off-limit areas, i.e. only the carpeted area.
7. Ask another student to do the same. Call 2 or 3 students to find personal space. Continue this process until all students have found personal space. Ask students to check for personal space using their body bubble.
8. Optional: Use a hula hoop to 'check' a few students' personal space.
 - a. Only use this on students that demonstrate good personal space as using it on students that are not demonstrating personal space will encourage others to crowd for attention.

Introduce Concept - Freeze (2 minutes)

1. Ask students to find new personal space. Ensure they are moving safely and using a gentle body bubble to check space.
 - a. Use the hula hoop to 'check' students that demonstrate personal space.
2. Say: *In dance, it is important to be able to freeze perfectly still like a statue. Let me show you.*
3. Demonstrate freezing.
 - a. The teacher moves in place for a few counts then says freeze (1 ,2 ,3 FREEZE). Freeze your body but move your head and look around at the students.
 - b. Ask: *Am I frozen?* (No.) *Oh let me try again.* Repeat this time fall to the ground after the word freeze. Ask: *Did I freeze?* (No.) Repeat again only this time freeze correctly. Ask: *Did I freeze?* (yes!).
4. Ask the students to show you how to freeze. Count 1 ,2, 3 FREEZE. Comment only on students that froze on cue and remain still. Repeat a few times until most of the class can demonstrate "freeze" on cue.

Freeze (4 minutes)

Music: Upbeat music with a strong beat

1. Say: *This next dance we are going to dance in our place and freeze when the music stops.*
2. Play music. Stop music sporadically and say **FREEZE**.

3. Call out non-locomotor prompts (such as twist, turn, bend, stretch, clap, kick, punch, balance, tap, march (in place), etc.) as needed.
4. Praise students' creativity, ability to move in various ways, etc.
5. Continue the music after all the students are frozen.

NOTE: "Freeze" is an important safety concept/word. It is imperative that students freeze immediately and completely at your prompting.

Developing Body Awareness (5 minutes)

Music: Upbeat music with a strong beat

1. Explain the importance of warming up the body for dance.
2. Lead the students in a warm-up containing:
 - a. Dancer's Ready to begin and end
 - b. Same-side body movements and patterning
 - i. Tapping the knees/shoulders/feet to the beat
 - ii. Touching foot to the front side and back
 - c. Cross-side body movement
 - i. Tapping opposite knees/shoulders/feet to the beat
 - ii. Tapping elbows
 - iii. Touching the foot across the standing leg front and back
 - d. Finding a new place
 - i. Use a locomotor movement to get to a new personal space
 1. Skipping, galloping, bear walk, cat walk, crab walk, tip toe, crawl, scoot, etc.
 - e. Balance and Freeze
 - i. 1 point balance (e.g. on one foot)
 - ii. 2 point balance (e.g. elbow and knee)
 - iii. 3 point balance (e.g. 2 hands and 1 foot)
 - f. Isolations
 - i. Moving each body part from head to toe individually (e.g. tilting head from side to side without moving hips or shoulders)
 1. **NOTE:** Tilting or rolling the head backward can cause injury.
Encourage students to "look up" instead of tilting back. NEVER roll the head back (the students are not ready at this age)
 2. **NOTE:** Avoid isolating the hips forward and backward.
 - g. **NOTE:** remind the students these are non-locomotor movements

Developing Technical Skills (10 minutes)

Music: Upbeat music with a strong beat

1. Lead the students in practicing technical skills:
 - a. Skipping and gallop
 - b. Grapevine
 - c. Walks - cat, bear, crab
 - d. Kicks - forward
 - e. Leaps/hops/jumps
 - i. Leap - from one foot to the other (grand jete)
 - ii. Hop - from foot to same foot (one foot)
 - iii. Jump - both feet to both feet
2. **NOTE:** remind the students these are locomotor movements

LESSON

THEME: Hispanic Heritage

What is Hispanic Heritage?

Hispanic Heritage Month is a time to recognize the impactful contributions and influence Hispanics have had on the United States. Hispanic Heritage Month is observed from September 15 to October 15 every year. The start date is historically significant because it marks the Independence Day of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Hispanic Heritage Month celebrates “the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America.”

Cultural Connection - Día De Los Muertos (10 minutes)

1. Say:
 - a. *For this dance, we are going to mimic a parade for Día De Los Muertos of the Day of the Dead! What do you know about Día De Los Muertos?*
 - b. *Día De Los Muertos is a celebration of life! It honors the lives of loved ones that have died. Some of the traditions of the holiday include parades, calaveras or skulls painted in bright colors, and orange flowers. Some celebrate the day by bringing food to family members' graves or building “ofrendas” or altars of loved ones. There is always music and dance!*
 - c. *Optional: Día De Los Muertos is an Aztec tradition that has been celebrated for over 3,000 years! It used to be a month-long celebration in August. But when the Spanish conquered the Aztec empire, they tried to convert or change all of the people to be Catholics. The Spanish wanted to stop people from celebrating Día De Los Muertos but the people kept celebrating it! Eventually the Spanish changed it to be more “Catholic” by changing the date to a Catholic Holiday called All Saints Day that is celebrated on November 1st. And that’s the day Día De Los Muertos is celebrated now!*
 - d. [Día De Los Muertos Video](#) (play a few minutes)
 - e. Arrange Students in lines and have them mimic your dance moves to music. Each move is 16 counts:
 - i. **1,2,3 Touch:** “Cha Cha” step to right (1,2,3) right leg touches ground to side (4) repeat left; REPEAT
 - ii. **Rock Step:** Rock right/left 8 times while arms slowly rise up in front of the body (counts 1-8 ending with weight on left) REPEAT
 - iii. **Star:** Step out right to second position arms up (like a star) (1,2) step back together hands on hips (3,4); Step out left to second position arms up (like a star) (5,6) step back together hands on hips (7,8); REPEAT
 - iv. **March and Celebrate:** March waving hands from side to side (counts 1-8) Rock right/left 8 times while arms make a circle from high to low (counts 1-8)
 - v. **March and Love:** March waving hands from side to side (counts 1-8) Rock right/left 8 times while twisting a heart “Love” motion with hands

Performance (10 minutes)

1. Discuss appropriate audience behavior.
 - a. A good audience member watches, listens, and responds positively.
2. Have half the students sit (audience) while the other half stand in personal space, dancer ready position (dancers).

3. Lead the dancers through the improvisation. (e.g. one visual stimuli)
4. Ask: *What movements did you notice? Describe it. What made you notice it?*
5. *Optional:* record students and display recordings. Have students describe the movement and dynamics or emotions felt/represented and discuss.

Extension for Lesson 1.5

Cultural Connection - Los Machetes (10 minutes)

Music: [Los Machetes](#) - Mariachi Vargas

1. Say: *today we are going to learn a dance from Mexico. This type of dancing is called Baile Folklórico. The dance is called Los Machetes and is a popular folk dance from the Jalisco region of Mexico. It tells the story of cutting down sugar canes during harvest.*
2. Play the [tutorial video](#), stopping to practice each move until the students have the step.
3. Once the students have the dance, consider practicing it to [music](#).
4. Steps:
 - a. 8 “doubles” or stamp and stomp (counted and 1, and 2, etc.)
 - b. 3 step together right (counts 1-6) and 3 stomps right left right (counts 7 and 8). Repeat left
 - c. 3 step turn right (counts 1-6) and 3 stomps right left right (counts 7 and 8). Repeat left
 - i. Option repeat step “b” instead of turning
 - d. Step back (right) (count 1) front left (count 2) front right (count 3) back left (count 4) Step back (right) (count 5) front left (count 6) front right (count 7) step together (count 8) Repeat on left.

Performance (10 minutes)

1. Discuss appropriate audience behavior.
 - a. A good audience member watches, listens, and responds positively.
2. Have half the students sit (audience) while the other half stand in personal space, dancer ready position (dancers).
3. Lead the dancers through the improvisation. (e.g. one visual stimuli)
4. Ask: *What movements did you notice? Describe it. What made you notice it?*
5. *Optional:* record students and display recordings. Have students describe the movement and dynamics or emotions felt/represented and discuss.

CLOSING

Stretch (2 minutes)

Music:

1. Lead the students through a gentle stretch playing close attention to the muscles utilized during class.

Reflection (3 minutes)

1. Have students sit down.
2. Introduce the concept of “Fist to Five” – How well do you feel you accomplished the objective? Fist means “I cannot do it, not even a little,” while five is “I have mastered this skill and I can teach someone else.”
3. Show and read aloud today’s “I Can” statement: “I can celebrate Hispanic Heritage with movement!”
4. Ask students to show you a fist, 1, 2, 3, 4, or 5 fingers to show their self-assessment.

Exit (2 minutes)

1. Ask students if there is a class line leader. If so, have them stand by the door.
2. Dismiss one or a few students at a time to line up at the door.
3. Have students echo you in singing "Be Arts Smart" as you exit.

EXTENSIONS – if you have extra time before Closing

Freeze Dance

1. Arrange students in personal space.
2. Play music. Stop music sporadically and say *FREEZE*.
3. Alternate prompts between locomotor and non-locomotor movements.
 - a. As students progress, have students be the director and call out prompts.