

Latin Dance 101

Presenter: Erin Weinberger

Presenter Brief Bio:

Supervisor's Certificate from Kean University

Physical Education and Health Endorsement from Montclair State University

MA in Art of Teaching from William Paterson University

BA in Communications from William Paterson University

Physical Education and Health Educator at Stony Brook Elementary School

Advisor of after school sports and dance program (North Plainfield, NJ)

Current NJAHPERD Member

Current Dance Team Member of ANDWW

Email: erinweinberger@yahoo.com or erin_weinberger@nplainfield.org

Physical Education National Standards met in this session:

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Dance Education National Standards met in this session:

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 5: Develop and refine artistic technique and work for presentation.

New Jersey State Core Curriculum Standards of Physical Education being met in this session:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.5 Motor Skill Movement: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

New Jersey State Core Curriculum Standards for Dance being met in this Session:

1.2 History of the Arts and Culture

1.3 Performing

GOAL:

By the end of this session, participants will be able to develop basic Latin dance choreography for students. Including latin dance in their physical education classroom will bring out an appreciation for different cultures in their physical and dance education environment. This can be used as part of cardiovascular fitness component as well.

1)To engage students in the collaborative process.

2)To strengthen students creative skills in live performance through the study of craft and technique.

3) To engage critical studies and histories of dance, theater and performance with rigor and curiosity.

4) To create unique, challenging and diverse live performance and share them with our community.

OBJECTIVES:

1)To explore dance making processes

2)To learn how to rehearse your dances

3)To make knowledgeable choreographers

4)To construct dances.

- 5) To increase the understanding and development of movement for intent, content or expressivity.
- 6) To gain experience with interdisciplinary connections between dance and other art forms such as theatre, visual arts, music, and literature
- 7) Learn basic latin dance movements
- 8) To understand the basic movements and timing of each movement for each dance.

LESSON STRUCTURE: (30-60 minute lesson)

Warm Up

Discuss history of dance

Teach basic movement to whole group

Create a combination of movements

Demonstrate mirroring

Students partner up combo

Timing:

Cha-Cha 1,2 cha cha cha Bachata 4 counts Merengue 8 counts

Equipment/music needed:

Ipod with speaker connection

Laptop with projector

Kidz Bop with a latin rhythm or age appropriate latin music

Assessment I. Pre and Post performance Dance Rubric

Pre-Dance Rubric: Student may use any of these moves: (any recognizable move)

Cha, cha, cha basic, New yorker, spot turn, bachata basic, underarm turn, bachata ball change, merengue basic, underarm turn, and sweetheart, arm turn sequence

0 points	1 point	2 points	3 points	4 points
Refuses to try	Completes 1 partial dance move	Completes 1 complete dance move	Completes 2-4 dance moves	Completes 5 + dance move

Post-Dance Rubric :Student may use any of these moves: Cha, cha, cha basic, New yorker, spot turn, bachata basic, underarm turn, bachata ball change, merengue basic, underarm turn, and sweetheart arm turn sequence

0 points	1 point	2 points	3 points	4 points
Refuses to try	Completes 1-2 dance move	3-4 dance moves	4-5 dance moves	Completes 6 + dance move

Assessment II: Student created visual dance choreography
(individual, partner, or group)

Example of Cha-cha
Key

X= Basic Cha O= shoot it out arms > = underarm turn right
< = underarm turn left
^ =spot turn right v = spot turn left

X X O O ^ v

> < X X X ^

< v X X X ^

X > < X X ^

Assessment III:
Peer Evaluation Rubric: Dance

Partner 1 Name:

Class:

	Remember the steps in order	In timing with the music	In sync with partner or group	Contributed positively to partnership/ group
Agree				
Somewhat Agree				
Disagree				

Partner 2 Name:

Class:

	Remember the steps in order	In timing with the music	In sync with partner or group	Contributed positively to partnership/ group
Agree				
Somewhat Agree				
Disagree				

Assessment IV: Pre and Post written assessment

Assessment V. Spark lesson with assessments (Line dance and choreography)

