

**Course: DNCE 449 Dance Pedagogy: Children and Youth****Unit Plan:** Commercial Jazz Technique for Children aged 12-14 years**Created by:** Jasmine Sun, Faith Friesen, Allison Vliet, Rachel Merchant

UNIT OVERVIEW
<b>Class:</b> Commercial Jazz Technique (Tuesdays and Thursdays 7-8:15pm) <b>Population:</b> Children aged 12-14 <b>Grade/level:</b> Intermediate <b>Unit name:</b> Formatting technique (unit 2)
UNIT PURPOSE (why)
<b>Rationale</b> (justification that provides connection among unit's lessons) The purpose of this unit is to further enhance and refine Jazz technique, with a particular emphasis on jumps and turns. Dancers will be honing their skills in progressing Jazz pirouettes/jumps and locomotor turns/jumps, with a focus on combinations that involve change of direction, technique, and artistry. Throughout this process, students will be developing somatic awareness to ensure proper alignment and safe positions, particularly during leaps, and will be conditioning to build the necessary strength for safe movement.
<b>Objectives/outcomes</b> (guides the tasks and projects & assessments and evaluations) <ul style="list-style-type: none"><li>• <b>Psychomotor:</b> By the end of this unit, students will be able to: identify and correct postural inefficiencies, execute leaps and turns safely, hold positions in the air or during a turn, and perform quality turns and jumps. They will also be able to execute multiple turns and jumps in a sequence, demonstrating a high level of technical proficiency.</li><li>• <b>Cognitive:</b> By the end of this unit, students will be able to: understand and appreciate Jazz history, name key positions of the body (Jazz fourth, retiré, double attitude, etc.), identify and move to unfamiliar tempos (3/4, 6/8), recall common movements/phrases involved in class, give constructive feedback to peers, and apply class concepts and skills when creating a short dance.</li><li>• <b>Affective:</b> By the end of this unit, students will be able to: have a deep cultural appreciation of the art form, fostering a sense of respect and open-mindedness. They will have the skills to behave professionally, gain confidence in their intermediate movements of commercial Jazz, and build strong relationships with their body, peers, music, and dance.</li></ul>
UNIT METHODS (how)
<b>Dance form</b> (definition, history & special features) Commercial Jazz music and dance has a rich cultural background, originating from rhythms and movements brought to America by African slaves. It grew in popularity within dance studios/competitions and the emerging nightlife and entertainment/showbiz scene. The African origins brought improvisation, rhythms, and a profound connection between the music, dancers, and the audience. The European influences added an emphasis on theatrical elements and steps like the waltz and other popular adaptations. The style was significantly shaped and popularized by influential figures such as Kathrine Dunham, Bob Fosse, Jack Cole, and the Lindy Hop Dancers, including Frankie Manning and Norma Miller.
<b>Teaching methods</b> (teaching styles & strategies) The class will primarily utilize teacher-directed approaches to guide and encourage students to find an efficient way of working in the dance style. Majority of instruction towards the beginning of the unit will include command styles and practice styles and using different teaching strategies to learn various skills, e.g., part-whole-part methods. As students become more comfortable with the material, teaching styles will move to more student-guided learning approaches, such as guided discovery and self-check styles, allowing dancers to explore the material being taught. Feedback will be delivered from instructors and peers as reciprocal style teaching will be incorporated, enabling dancers to improve their ability to give constructive feedback and take feedback with grace and professionalism. Teaching will emphasize multi-sensory learning, with lessons allowing students to see (visual), hear (auditory), and physically engage with the material (kinesthetic).

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<p><b>Classroom considerations</b> (safety, attire &amp; specific etiquette/conventions)</p> <p>A safe classroom environment will be implemented through pre-session checks of the studio, equipment, and materials. Students will be required to wear skin-toned Jazz shoes, any color body suit with black shorts/leggings, or black/skin tone tights. Different hair styles are permitted, but long hair should be tied back. Additionally, students are encouraged to bring water bottles into class and leave their phones in the changing room to ensure a distraction-free environment. Alternatively, phones could be silenced and deposited in the teacher's basket until the end of class. Parents and students will be asked to fill out a health and wellness form at the beginning of the year and teachers will make necessary preparations such as knowing where students store their epi pens. Kind, and respectful attitudes towards oneself, peers and teachers will be continually encouraged with studio rules and entrance/exit protocols posted on the wall.</p>
<p><b>Accompaniment</b> (musical considerations &amp; connections)</p> <p>A mixture of recorded and live music will be used throughout this unit. Recorded music will include classical commercial Jazz music (pop, funk, etc.) from a playlist and live accompaniment will be incorporated using a paddle drum. Students will be introduced to various Jazz music/rhythms to develop cultural appreciation and understanding of Jazz history.</p>
<p><b>Activities and projects</b> (technique classes, guests, performances attended, assignments, etc.)</p> <p>The classes will focus on both technique and artistic development, allowing dancers to engage in collaborative and individual activities that enhance their learning. Individual learning will take place through various components, including across-the-floor/center exercises. Students will also participate in group projects to create short dance combinations and give/receive feedback to peers to foster a collaborative learning environment. To cultivate an appreciation for Jazz technique and inspire motivation, dancers will be encouraged to attend live Jazz performances. They will also watch videos and listen to Jazz music during class, which will be beneficial when selecting a song and creating group dances to showcase their learning to family and friends on viewing day.</p>
<p><b>Assessments and evaluations</b> (types of assessment &amp; evaluations)</p> <ul style="list-style-type: none"><li>• Session 5: Informal assessment by writing and demonstrating intermediate positions and turns as a group.</li><li>• Session 8: Informal assessment on kicks, jumps, locomotor movements, Laban movement efforts, tempo, and spatial awareness, with verbal feedback from the teacher.</li><li>• Session 14: Quiz on jumps where dancers learn and demonstrate a sequence of jumps and informal assessment on Jazz history, movement patterns, turning jumps, etc., with peer and teacher verbal feedback.</li><li>• Session 15: Final test in an exam style where students demonstrate the knowledge learned by dancing in groups on positions, turns, kicks, musicality, and choreography.</li></ul>
<p><b>UNIT CONTENT (what)</b></p>
<p><b>Principles</b> (movement principles, choreographic principles &amp;/or aesthetic principles, as relevant)</p> <ul style="list-style-type: none"><li>• Movement principles: Focus on developing intermediate Jazz skills that emphasize proper alignment, correct body positions, a strong understanding of the body's lines, and the ability to send and release energy.</li><li>• Choreographic principles: Incorporate Jazz elements and techniques, including isolations, syncopation, contraction and expansion, as well as jumps and turns, with an emphasis on group collaboration.</li><li>• Aesthetic principles: Highlight smooth, controlled movements that contrast with sharper actions. Emphasize the ability to articulate each body part individually and to groove to the dynamics of the music.</li></ul>
<p><b>Lesson structure</b> (with approximate time for each component)</p>

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Lessons will be structured in a similar way with progressions to ensure productivity and understanding of class concepts.

- Introduction and warm up - approximately 10 min
- Explore concept/terminology - approximately 15 min
- Develop skills - approximately 20 min
- Continue develop skills/creating choreography- approximately 20 min
- Cool down + reflection/discussion - approximately 10 min

= 1.25 hours

**Equipment and materials** (handouts, teaching aids, props, etc.)

Paddle drum, speaker, Thera bands, Pilates ball, barre, posters: entrance and exit protocols, muster point, and studio rules, and feedback sheets at the end of the unit.

\* *Scope & Sequence and Block Time Plan to follow.*