



## LESSON PLAN for Featured DANCE STYLE Workshop

<b>WORKSHOP LEADER/ARTIST and DANCE STYLE:</b>	Sarah Vance, Musical Theatre
<b>OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>- Explore the historical significance of the dance style.</li> <li>- Apply the technical and performance skills required to perform the composition as taught by the workshop leader/artist and demonstrate the dance with accurate memorization.</li> <li>-</li> <li>- Identify the function and significance of this dance style within the global community.</li> </ul>
<b>TASKS/ACTIONS:</b>	<ul style="list-style-type: none"> <li>- Follow the workshop and learn the composition as taught by the Workshop Leader</li> <li>- What is a Musical Assignment?</li> <li>- Compare two musical productions</li> <li>- One Minute Group Commercial using Technology</li> </ul>
<b>PROCESS:</b>	
<b>RESOURCES:</b>	

### Questions about The FACTs:

#### FOUNDATION

1. It is important to be able to **describe** movements as well as **demonstrate** them. Describe how Sarah was effective as a workshop leader?
2. **Identify and describe** the characteristics and function that dance plays in a musical theatre production.

3. Give examples from the choreography how the dance composition you learned represents the social dances that existed at the time of the setting of the musical GREASE.
4. How can we ensure that we are listening to our bodies while we dance?
5. How can we respect our bodies while still striving to improve our dance skills?
6. How can we respect ourselves while still trying to improve coordination and flexibility?
7. What are three safety concerns that we need to address in our dance class due to COVID19?

### **ANALYSIS**

1. What message is conveyed with a lower gaze during a performance? What message is conveyed by an alert, focused expression? Which message would be more appropriate to this musical theatre performance?
2. What are the challenges of transitioning from one movement to the next? What strategies do you use to maintain a smooth flow of movement?
3. How will you make sure you accurately reproduce the movements that make up this dance when performing it alone or with other students?
4. How does character play a role in the performance of this musical theatre dance composition?
5. How do the musical productions of LES MISERABLES, DIRTY DANCING and GREASE differ? Explain the emphasis of dance in each production?

### **CREATIVITY**

1. What type of behaviour will show the teacher or the audience that you are fully engaged in your rehearsal or performance?
2. Explain how you would apply stagecraft (lighting, sound/music, costume, hair, make-up, and setting) to the performance of this musical theatre dance composition?

3. What factors affected your decisions about the stagecraft (lighting, sound/music, costumes, stage settings, and other supports you need for a performance of this dance composition?
4. How can technical skill and expressiveness work together to create an outstanding performance? Can you have one without the other? Have you ever seen or performed a dance that was lacking in one of those areas? What could you do to correct the imbalance? What is required to make the dance composition you learned from this workshop an outstanding performance?

### **THINKING**

1. What social dances exist in society today? What social dance do you take part in, and how is that dance a reflection of the society in which you live?
2. Identify some features and movements of the Musical Theatre dance style that are common with other dance styles.
3. Explain how dance can contribute to a sense of community.
4. What have you learned about yourself through dance? Could you learn those things through other activities? Why or why not?
5. What could you do to improve communication with your peers during collaborative dance activities?
6. Is it possible to 'borrow' an idea and make it your own without directly copying or plagiarizing?

### **VOCABULARY for Musical Theatre**

Lunge  
3 jump turn  
pas de bouree  
extension  
flex  
chaise  
box step  
tuck jump  
hand jive

### **Questions that we are not using with this workshop but will use for future workshops:**

What do you find most challenging when working with others on a performance task?

Identify and describe ways in which choreographers and performers use or have used dance to address social justice, equity and environmental issues.

What skills that you have learned in dance class are required for employment in any field?

What suggestions can you offer dance organizations to outreach and bring the benefits of dance to all members of the community, including the elderly and people who are physically challenged or developmentally delayed?

How does showing respect for the feelings and opinions of others contribute to a safe environment?

What are the similarities between the dance vocabulary in ballet and modern dance? What is their relationship to gravity? Can you demonstrate their differences in terms of how the spine is used?

<https://www.cbc.ca/arts/8-top-choreographers-share-their-astonishing-moves-and-the-incredible-stories-behind-why-they-dance-1.5111520>