

Tips for Teachers



Welcome to Crelata®! We're so glad you're here. Follow these tips to get the most out of Crelata. Also, be sure to read our dance strategies for diverse learners. If you still have questions, contact us at hello@crelata.com and we'll be happy to help.

Do I need to be a dance teacher to use Crelata?

- > NO! Don't panic. You don't need to be a dance teacher or have any dance background to use Crelata. We make it SO EASY to bring dance to your students. Just login, click on the lesson of your choice, and project it on a TV screen, smart board, or wall via a projector. That's it! We've taken care of all the educational components of each dance lesson so that you can monitor, encourage, participate, etc. during the video lesson.
- > Crelata can also supplement an existing dance curriculum that is taught by a dance educator.
- > Our optional supplemental activities are also simple to implement. We provide everything to make it painless to bring educational dance to your students.

What should I do before the first lesson?

- > Watch our welcome video for teachers.
- > Show your students the welcome video for students.
- > Preview the video content and download the lesson plan and resources.
- > Decide which extension activities and supplemental materials to use. We recommend alternating between a video lesson and one day (minimum) of extension activities. For example: video lesson, extension activity day (or more), video lesson, extension activity day (or more), and so on.

How long does each video last?

What do I do before and after?

- > Each video lesson is around 40 minutes long and is broken into the following sections:
 - > Introduction
 - > Warm up
 - > Developing skills and techniques
 - > Taking turns dancing and giving feedback
 - > Creative choice
 - > Cool down
 - > Review

- > We recommend completing a video lesson in a single class session. The video lessons should be completed in sequential order: lesson 1, 2, 3, etc.
- > There are discussion questions/entry slips/exit slips that can be completed before and after the video lesson if you have time. You can project the questions onto the board to discuss or print them off for students to fill out.

How much space do we need?

Crelata dance lessons are designed to be done in any size space! You do not need a dance studio to participate in Crelata dance lessons. Students can participate in their classrooms or in open spaces.

Tips for helping everyone see the screen:

- > Raise the screen to the highest position.
- > Have shorter students stand in the front and taller students stand in the back so that everyone can see the video.
- > Stagger the students in "windows" so that they are standing between the two people in front of them but they are one line back. Make sure students aren't standing directly in front of or behind one another.
- > If desired, pause the video to allow students to change lines or positions to see the screen better.

If you are using the dance lessons in your classroom, you could:

- > Have students push in their chairs and stand behind or to the side of their desks.
- > Move all the chairs and desks to the sides of the room and have the students dance in the open space.
- > Use a rug or an open area of the classroom for dancing.
- > Assign each student a dance spot so they stand in the same place each time.

If you are using the dance lessons in a large open space like a dance studio or a gym, you could:

- > Section off an area for dancing so that students stay in the designated area. You could use cones, tape, etc. to mark off a dance area.
- > Put spots or painters tape on the floor to show students where to stand. (Make sure to check that anything you put on the floor doesn't leave marks or sticky residue!)
- > Have the students stand in their normal floor spots.

What supplies do we need?

Required:

- > YOUR BODY!
- > A device connected to the internet.
- > A large TV, projector, or smart board to show the lesson to your students. Many users load the lessons on their computer and AirPlay, cast, or project (via HDMI cord, etc.) the content onto the board.
- > Speakers that work with your TV, projector, or smart board so that everyone can hear!

Optional:

If you want to use any of the supplemental materials with your students, it would be helpful to have access to:

- > Printer
- > Pencils
- > Scissors

What should I do during the video lesson?

- > Participate! It's fun. Your students will love having you as a role model.
- > Circulate and assist. Give non-verbal and verbal encouragement and help students as needed.
- > Scan the room to assess if your students are meeting the objectives.
- > Pause the video as needed (see below).
- > Sit back and relax - observe! You will be amazed by what your students can do.

Do I need to pause the video?

You don't need to pause the video unless you want to. The content is designed so that it plays with minimal stopping. You **MAY** want to pause the video to allow students extra transition time or to express their thoughts during the assessments and peer feedback sections. You might want to pause for:

- > **Splitting the room in half and taking turns dancing:** during the lesson, the video will split the room in half so students can take turns dancing and giving feedback. There is an allotted amount of time to switch between groups. If your students need extra time, pause the video and continue when everyone is in place.
- > **Peer feedback section:** if you want students to give peer feedback after a group dances, pause the video when the feedback prompts pop up on screen. Choose students to share their thoughts or do a pair share and then continue playing the video.
- > **Self-assessments:** if you want your students to elaborate on their self-assessments (the thumb checks), pause the video and ask **WHY?** You can have students share with the whole class or with their peers before moving on.

What if my students aren't getting something?

- > Recenter everyone with positive affirmations. Review the expectations and ask what you can do to help them be successful?
- > Explain things in your own words.

- > Encourage students to pay attention to the scaffolds that are built in like the peer models (the kid cast), the names of steps on the top of the screen, right/left arrows, cueing of steps or counts, etc.
- > Have students work in pairs to check each other's understanding before moving on.
- > Pause, rewind, and play a section again.
- > Move on. Concepts will be repeated throughout the lesson and series. If students don't get something right away, they will have an opportunity to practice again later.
- > If absolutely necessary, repeat a complete lesson before moving on to the next one.

What if the lesson is too slow?

- > Watch your students carefully because the lesson being "slow" could be a false perception. Are your students really getting all the details and nuances like weight shifts, rhythm, feeling, etc.? Many students are used to instant gratification and need to be taught patience to practice things for an extended period of time.
- > Reinforce that everyone learns at a different pace so what might be easy for you might be a challenge for someone else.
- > Remind students that repetition is how you learn things, especially in dance! Our goal is for the movement to be ingrained in their bodies so that they can manipulate it in the creative choice section and extension activities. Practice makes permanence!
- > Explain to students that each lesson will get more challenging. We are teaching them to have a solid foundation in dance.
- > After the lesson, find music of a similar style that is faster. Have your students do the movements to that song.
- > Challenge your students with the extension activities for each lesson.

What if a student refuses to dance?

We built Crelata with the beginner non-dance student in mind. Our peer models on screen are there for extra motivation. However, if you have students who are still resistant to dance, here are some suggestions.

- > Speak to the student one-on-one and do not call out their lack of participation in front of the whole class (that's very embarrassing). Ask the student in private why they are not participating. Perhaps they are shy and you could put them in the back of the room. Perhaps the student has religious reasons for not dancing. In this case, call their guardians to confirm and come up with an alternate plan. Maybe the student forgot to put on deodorant that morning. Maybe they don't feel well. Maybe, if students remove shoes for class, the student has on mis-matched or holey socks. There is always a reason for a student not dancing and it's your job to uncover it.
- > Let the student observe as long as they are not causing disruptions or playing on their devices. In time, they might get more comfortable with dance class or their peers will pressure them into joining.
- > Assign the student to be a class scribe and they can take notes on the lesson: concepts taught, vocabulary, steps, etc.
- > Have the student assist with pausing the video as needed to allow time for peer feedback. Perhaps they can facilitate the discussion!

- > Give the student a research project on the dance style to complete instead of dancing. They can present their findings to the class.
- > If the student is behaving in an unsafe manner for dance (running around the room, throwing things, touching others, etc.) the student may need to be removed from the dance environment or be given an activity to do from the safety of their seat.
- > As a last resort, call the students' guardians and speak with them about the students' lack of participation in dance class.

What can I do to extend my students learning?

- > In the lesson plan for each video lesson, we provide OPTIONAL extension activities and choreography tasks that can be completed before moving onto the next video lesson. All of those resources can be downloaded as PDFs.
- > We recommend doing the extension activities in a separate lesson or two after the corresponding video lesson. The extension activities, especially the choreography tasks, can take some time to complete. It's up to you to determine which activities to do and how long to spend on them.
- > When you are done with your selected extension activities, you can move on to the next video lesson.

What values with Crelata instill in my students?

- > The arts are for everyone.
- > Creativity is life – express yourself!
- > Learn by doing and try new things, even if you're scared.
- > Actively listen and share your knowledge.
- > Be kind to yourself and others.

Do you have any last tips?

- > **Be positive.** Encourage your students to try their best. Celebrate successes of all sizes!
- > **Be patient.** Learning is a process that takes time. Your students won't get everything right away and that's okay.
- > **Use your best judgment.** You know your teaching and learning environment best, so do what is best for your students.

How can I contact you if I need help?

Reach out to us with any questions or concerns at hello@crelata.com and we'll be happy to help!