Salsa Series

National Core Arts Standards Alignment – Dance

Preface

Crelata© video dance lessons and extension activities are aligned to the National Core Arts Standards for Dance. We broke up the standards into four benchmarks: 2nd grade (encompasses pre-K through 2nd grade), 5th grade (encompasses 3rd through 5th grade), 8th grade (encompasses 6th through 8th grade), and high school (encompasses proficient through advanced). If your students have not had a previous sequential dance education program, it might be necessary to reference the standards from the earlier grades to lay a strong foundation. The aesthetic framework for each particular dance style has been considered when selecting appropriate standards. Our priority is to celebrate the hallmarks of the dance style. You can download our lesson plans, extension activities, and supplemental documents to learn more.

Interpretation of Key Terms from the Standards:

> "Dance study" is interpreted as improvisation or choreography.
> "Clear artist intent" is interpreted as following the directions of the task or prompt that was given.
> "Main idea" is interpreted as the steps and concepts that the students learned that are relevant to the dance style.
> "Artistic criteria" is interpreted as the hallmarks of the dance style as articulated in the instructional videos.

©2023 Crelata. All rights reserved.

Salsa Lesson 01 | *Basic Rhythm: 123 567*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Move on the basic rhythm: 123 567. > Demonstrate the basic step of Salsa by rocking forward on the left leg and backward on the right leg. > Perform four different Salsa steps with the basic rhythm.	Introduction Warm Up > Basic rhythm: 123 567 Exploring Concepts and Developing Skills > Learn and practice the basic step > Learn and practice the side basic > Learn and practice the tap tap step > Learn and practice the suzy q > Practice all four basic rhythm steps with slow tempo music > Practice all four basic rhythm steps with medium tempo music Taking Turns Dancing and Giving Feedback > Perform all four basic rhythm steps with slow tempo music > Give peer feedback > Switch groups and repeat Creative Choice > Choose your steps: basic step, side basic, tap tap step, suzy q Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Call out game: basic rhythm steps > Rehearse and perform the choreographed sequence to Salsa music > Party time! > Choreography task: reordering basic rhythm steps	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.PK a. Identify and demonstrate directions for moving the body in general space and finding and returning to a place in space. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Re9.1.2 a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dance that make the dance work well and explain why they work. Use simple dance terminology.	DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space. DA:Cn10.1.4 a. Relate the main idea or content in a dance to other experiences.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re7.1.8 b. Use genre-specific dance terminology. DA:Re9.1.6 a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology. DA:Cn10.1.6 a. Observe the movement qualities in a specific dance genre.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2023 Crelata. All rights reserved.

Salsa Lesson 02 | *Chord Beat Rhythm: 1, 3, 5, 7*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Move on the chord beat rhythm on 1s, 3s, 5s, and 7s. > Combine the basic step with chord beat movements. > Perform four different Salsa steps with chord beat timing.	Introduction Warm Up > Chord beat rhythm: 1, 3, 5, 7 Exploring Concepts and Developing Skills > Learn and practice the heels plus the basic step > Learn and practice the step pivot plus the basic step > Learn and practice the crossovers plus the basic step > Learn and practice the around the clock plus the basic step > Practice the basic step plus all four chord beat rhythm steps without music > Practice the basic step plus all four chord beat rhythm steps with slow tempo music > Practice the basic step plus all four chord beat rhythm steps with medium tempo music Taking Turns Dancing and Giving Feedback > Perform the basic step plus all four chord beat rhythm steps with slow tempo music > Give peer feedback > Switch groups and repeat Creative Choice > Choose your steps: basic step, heels, step pivot, crossovers, around the clock Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Call out game: chord beat steps > Rehearse and perform the choreographed sequence to Salsa music > Party time! > Choreography task: reordering chord beat rhythm steps	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.PK a. Identify and demonstrate directions for moving the body in general space and finding and returning to a place in space. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern.	DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Pr4.1.6 a. Refine ensemble skills in the ability to judge distance and spatial design. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2023 Crelata. All rights reserved.

Salsa Lesson 03 | *Varying Speed*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Perform all eight Salsa steps - 4 steps in the basic rhythm: 123 567 and 4 steps in the chord beat rhythm: 1,3, 5, 7. > Count and listen for cues to change steps. > Dance the eight Salsa steps at different speeds: slow, medium, and fast.	Introduction Warm Up > Combine rhythms > Basic rhythm: 123 567 > Chord beat rhythm: 1, 3, 5, 7 Exploring Concepts and Developing Skills > Review all eight steps with tips for success > Practice all eight steps in order of the choreography without music > Dance all eight steps with slow tempo music > Dance all eight steps with medium tempo music > Dance all eight steps with fast tempo music Taking Turns Dancing and Giving Feedback > Perform all eight steps with fast tempo or slow tempo music > Give peer feedback > Switch groups and repeat Creative Choice > Freestyle/improvise with all eight steps: basic step, side basic, tap tap step, suzy q, heels, step pivot, crossovers, around the clock Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson >Worksheet: what rhythm is that step? > Tempo game > Rhythm game > Call out game: all 8 steps > Rehearse and perform the choreographed sequence to Salsa music > Party time! > Choreography task: reordering all 8 steps	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.PK a. Identify and demonstrate directions for moving the body in general space and finding and returning to a place in space. DA:Pr4.1.PK b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern.	DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Dance to a variety of rhythms. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2023 Crelata. All rights reserved.

Salsa Lesson 04 | *Leading and Following*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Dance the role of a leader by starting with a forward rocking step on the left leg. > Dance the role of a follower by starting with a backward rocking step on the right leg.	Introduction Warm Up > Combine rhythms (facing the center of the room) > Basic rhythm: 123 567 > Chord beat rhythm: 1, 3, 5, 7 > Practice all eight steps in sequence with medium tempo music (facing the screen) Exploring Concepts and Developing Skills > Learn and practice the footwork for a leader and a follower (facing the screen) > Leading and following demonstration > Take turns leading and following facing your classmates without music (facing the center of the room) > Alternate leading and following with music (facing the screen) > Partner with the Crelata kid cast without and with music (facing the screen) Taking Turns Dancing and Giving Feedback > Perform leading and following footwork without music and with music (facing the screen) > Give peer feedback > Switch groups and repeat Creative Choice > Freestyle/improvise facing your classmates with all eight steps: basic step, side basic, tap tap step, suzy q, heels, step pivot, crossovers, around the clock (facing the center of the room) Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Follow the leader > Mirroring > Call out game: Salsa leading and following > Salsa basic step practice facing someone else > Party time! > Rehearse and perform the choreography sequence from lesson 3 > Add an aspect of leading and following to any choreography the students have already made up > Choreography task: partner choreography	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern.	DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.4 b. Depict the relationship between two or more dancers in a dance phrase. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.4 c. Coordinate phrases and timing with other dances by cueing off each other and responding to stimuli cues. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.6 b. Explore various movement vocabularies to transfer into choreography. DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Pr4.1.6 a. Maintain focus with partner or group in near and far space. DA:Pr4.1.6 a. Refine partner and ensemble skills in the ability to judge distance and spatial design. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2023 Crelata. All rights reserved.

Salsa Lesson 05 | *Cumulation*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Perform a sequence of eight Salsa steps with rhythmic accuracy. > Perform the role of a leader and a follower. > Improvise with different steps and rhythms.	Introduction Warm Up > Combine rhythms (facing the center of the room) > Basic rhythm: 123 567 > Chord beat rhythm: 1, 3, 5, 7 > Partner with the Crelata kid cast with music (facing the screen) Exploring Concepts and Developing Skills > Review all eight steps and call out their names > Call out game: do the steps in whatever order is called out > Would you rather game: choose what steps to do > Practice all eight steps in sequence without music > Dance all eight steps with slow tempo music > Dance all eight steps with medium tempo music > Dance all eight steps with fast tempo music Taking Turns Dancing and Giving Feedback > Perform all eight steps with fast tempo tempo music > Give peer feedback > Switch groups and repeat > SURPRISE! Everyone dance together one last time with fast tempo music! Creative Choice > Freestyle/improvise with all eight steps: basic step, side basic, tap tap step, suzy q, heels, step pivot, crossovers, around the clock Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance > Choreography task: final Salsa choreography > Repeat any activities from earlier lessons	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.PK a. Identify and demonstrate directions for moving the body in general space and finding and returning to a place in space. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Cn11.1.1 a. Perform a dance from a culture and discuss or demonstrate the types of movement danced.	DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.4 b. Depict the relationship between two or more dancers in a dance phrase. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Dance to a variety of rhythms. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.6 b. Explore various movement vocabularies to transfer into choreography. DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Pr4.1.6 a. Refine ensemble skills in the ability to judge distance and spatial design. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:Pr4.1.I c. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2023 Crelata. All rights reserved.

Popping Series

National Core Arts Standards Alignment - Dance

Preface

Crelata© video dance lessons and extension activities are aligned to the National Core Arts Standards for Dance. We broke up the standards into four benchmarks: 2nd grade (encompasses pre-K through 2nd grade), 5th grade (encompasses 3rd through 5th grade), 8th grade (encompasses 6th through 8th grade), and high school (encompasses proficient through advanced). If your students have not had a previous sequential dance education program, it might be necessary to reference the standards from the earlier grades to lay a strong foundation. The aesthetic framework for each particular dance style has been considered when selecting appropriate standards. Our priority is to celebrate the hallmarks of the dance style. You can download our lesson plans, extension activities, and supplemental documents to learn more.

Interpretation of Key Terms from the Standards:

> "Dance study" is interpreted as improvisation or choreography.
> "Clear artist intent" is interpreted as following the directions of the task or prompt that was given.
> "Main idea" is interpreted as the steps and concepts that the students learned that are relevant to the dance style.
> "Artistic criteria" is interpreted as the hallmarks of the dance style as articulated in the instructional videos.

©2024 Crelata. All rights reserved.

Popping Lesson 01 | *Popping Part 1 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Flex and release different muscles to create a pop effect. > Pop their arms, chest, and legs separately as well as pop their whole body. > Move their body into many positions while Popping.	Introduction Warm Up > Learn how to do a pop Exploring Concepts and Developing Skills > Backward leg pop > Backward leg pop with music > Forward leg pop > Forward leg pop with music > Forward and backward leg pop with music > Chest pop > Chest pop with music > Intensity and positions > Intensity and positions with music Taking Turns Dancing and Giving Feedback > Popping intensity and positions with music > Give peer feedback > Switch groups and repeat Creative Choice > Popping challenge: body parts Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Practice drills >Call out game: Popping > Freestyle time > Borrow and improvise > Research people/groups associated with Popping > Cypher > Choreography task: Popping > Team battles	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Re9.1.2 a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dance that make the dance work well and explain why they work. Use simple dance terminology.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space. DA:Cn10.1.4 a. Relate the main idea or content in a dance to other experiences.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re7.1.8 b. Use genre-specific dance terminology. DA:Re9.1.6 a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology. DA:Cn10.1.6 a. Observe the movement qualities in a specific dance genre.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 02 | *Popping Part 2 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Pop their arms, chest, legs, and whole body by flexing and releasing their muscles. > Move with soft, medium, and hard intensity pops. > Perform a choreographed sequence of Popping movements using different intensities and body parts. > Improvise with Popping by using different body parts, intensities, and changes of speed.	Introduction Warm Up > Arm pops > Backward leg pops > Forward leg pops > Backward and forward leg pops > Chest pops Exploring Concepts and Developing Skills > Learn the Popping routine > Routine with music: slow tempo > Routine with music: medium tempo > Routine with music: fast tempo Taking Turns Dancing and Giving Feedback > Popping routine with music: medium tempo > Give peer feedback > Switch groups and repeat Creative Choice > Popping freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Repeat or complete any activities from earlier lessons > Rehearse and perform the routine/choreography sequence	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 03 | *Waving Part 1 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Perform a broken up wave by isolating one body part at a time. > Show a smooth wave from hand to hand. > Create waves of different sizes like small and large.	Introduction Warm Up > Popping drill: body parts - arms, chest, legs back, legs front, whole body > Review routine > Review routine with music > Waving stretches Exploring Concepts and Developing Skills > Single arm wave > Single arm wave with music > Reverse single arm wave > Full arm wave > Full arm wave with music > Smooth wave > Smooth wave with music > What can you do with Waving? > Different size waves > Size and position of waves Taking Turns Dancing and Giving Feedback > Full arm wave with music > Give peer feedback > Switch groups and repeat Creative Choice > Waving freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Practice drills >Call out game: Waving > Freestyle time > Borrow and improvise > Research people/groups associated with Waving > Cypher > Choreography task: Waving > Team battles	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.PK c. Move with opposing characteristics. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Re9.1.2 a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dance that make the dance work well and explain why they work. Use simple dance terminology.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr4.1.5 c. Contrast bound and free-flowing movements. Motivate movements from both central initiation (torso) and peripheral initiation (distal). DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space. DA:Cn10.1.4 a. Relate the main idea or content in a dance to other experiences.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re7.1.8 b. Use genre-specific dance terminology. DA:Re9.1.6 a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology. DA:Cn10.1.6 a. Observe the movement qualities in a specific dance genre.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 04 | *Waving Part 2 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Execute isolated broken up waves and smooth trace waves. > Perform a choreographed Waving sequence using sharp isolations and smooth movements. > Combine Popping and Waving. > Improvise with Waving by doing different types of waves in many positions: broken up waves, smooth waves, small waves, big waves, and trace waves.	Introduction Warm Up > Popping drill: body parts - arms, chest, legs back, legs front, whole body > Review routine > Review routine with music > Waving stretches Exploring Concepts and Developing Skills > Learn the Waving routine > Waving routine with music > Whole routine with music > Whole routine with music faster Taking Turns Dancing and Giving Feedback > Popping and Waving routine (whole routine) with music > Give peer feedback > Switch groups and repeat > Whole routine one more time! Creative Choice > Waving freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Repeat or complete any activities from earlier lessons > Rehearse and perform the routine/choreography sequence	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.PK c. Move with opposing characteristics. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr4.1.5 c. Contrast bound and free-flowing movements. Motivate movements from both central initiation (torso) and peripheral initiation (distal). DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 05 | *Key Moves Part 1 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Perform a fresno with their arms in different positions. > Isolate their head and body to perform a neck-o-flex. > Travel with a walk out in many different ways.	Introduction Warm Up > Head and neck isolations > Review routine Exploring Concepts and Developing Skills > Learn the fresno > Fresno with music > Neck-o-flex demo > Learn the neck-o-flex > Neck-o-flex with music > Learn the walk out > Walk out with pop > Walk out with lean > Walk out with music: half time on even counts > Walk out with music: full speed on every count Taking Turns Dancing and Giving Feedback > Fresno, neck-o-flex, and walk out > Give peer feedback > Switch groups and repeat Creative Choice > Fresno freestyle > Neck-o-flex freestyle > Walk out freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Practice drills >Call out game: key moves > Freestyle time > Borrow and improvise > Research people/groups associated with key moves > Cypher > Choreography task: key moves > Team battles	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Re9.1.2 a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dance that make the dance work well and explain why they work. Use simple dance terminology.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space. DA:Cn10.1.4 a. Relate the main idea or content in a dance to other experiences.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re9.1.6 a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology. DA:Cn10.1.6 a. Observe the movement qualities in a specific dance genre. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 06 | *Key Moves Part 2 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Execute a neck-o-flex, fresno, and walk out with pops. > Perform a choreographed sequence of key moves using small and big size movements. > Combine Popping, Waving, and key moves. > Improvise with key moves by changing arm positions, speed, and traveling.	Introduction Warm Up > Popping drill: body parts - arms, chest, legs back, legs front, whole body > Waving drill: full arm wave - broken up and smooth > Head and neck isolations Exploring Concepts and Developing Skills > Learn the key moves routine > Key moves routine with music: slow > Key moves routine with music: medium > Whole routine > Whole routine with music Taking Turns Dancing and Giving Feedback > Key moves routine > Give peer feedback > Switch groups and repeat Creative Choice > Freestyle with the fresno, neck-o-flex, and walk out Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Repeat or complete any activities from earlier lessons > Rehearse and perform the routine/choreography sequence	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to i mprove dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 07 | *Tutting Part 1 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Demonstrate 90-degree angles with their hands and arms. > Make small and large Tutting movements. > Create their own tuts by flipping their wrists and sliding their arms.	Introduction Warm Up > Wrist stretches > Arm stretches > 90-degree angles > Review routine Exploring Concepts and Developing Skills > Big King Tut angles > Big King Tut angles with music > Big King Tut angle freestyle > Small tuts > Small tuts with music > Slides > Small tut combo > Small tut freestyle Taking Turns Dancing and Giving Feedback > Big tuts and small tuts with music > Give peer feedback > Switch groups and repeat Creative Choice > Tutting freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Practice drills >Call out game: Tutting > Freestyle time > Borrow and improvise > Research people/groups associated with Tutting > Cypher > Choreography task: Tutting > Team battles	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Re9.1.2 a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dance that make the dance work well and explain why they work. Use simple dance terminology.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DA:Pr4.1.4 a. Make static and dynamic shapes with positive and negative space. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space. DA:Cn10.1.4 a. Relate the main idea or content in a dance to other experiences.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re7.1.8 b. Use genre-specific dance terminology. DA:Re9.1.6 a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology. DA:Cn10.1.6 a. Observe the movement qualities in a specific dance genre.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 08 | *Tutting Part 2 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Demonstrate small tuts, flips and slides, and large King tuts that form 90-degree boxes. > Perform a choreographed sequence of tuts with pops. > Combine Popping, Waving, key moves, and Tutting. > Improvise with Tutting by doing small tuts with their hands, large tuts with their arms, flipping their wrists, and sliding their arms.	Introduction Warm Up > Wrist stretches > Arm stretches > 90-degree angles > Review routine Exploring Concepts and Developing Skills > Learn the Tutting routine > Tutting routine with music > Whole routine > Whole routine with music Taking Turns Dancing and Giving Feedback > Tutting routine > Give peer feedback > Switch groups and repeat Creative Choice > Tutting freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Repeat or complete any activities from earlier lessons > Rehearse and perform the routine/choreography sequence	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DA:Pr4.1.4 a. Make static and dynamic shapes with positive and negative space. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 09 | *Animation Part 1 of 2*

By the end of this lesson, students will be able to:	Video Lesson Components	Optional Extension Activities	2nd Grade Benchmark	5th Grade Benchmark	8th Grade Benchmark	High School Benchmark
> Perform dime stops with their whole body and with single body parts. > Break down a walk into smaller parts using dime stops. > Animate movement to bring an idea or character to life.	Introduction Warm Up > Heel and toe balance > Heel and toe balance with music > Review routine Exploring Concepts and Developing Skills > Animation demo > Learn dime stops > Dime stops with music > Multiple dime stops > Walking Animation > Walking Animation with music: slow (4 counts) > Walking Animation with music: medium (2 counts) > Walking Animation with music: fast (1 count) > Create a character Animation > Character Animation with music Taking Turns Dancing and Giving Feedback > Character Animation with music > Give peer feedback > Switch groups and repeat Creative Choice > Animation freestyle: move and stop every 4 counts, freestyle walk, character freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Practice drills >Call out game: Animation > Freestyle time > Borrow and improvise > Research people/ groups associated with Animation > Cypher > Choreography task: Animation > Team battles	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr4.1.2 c. Select and apply appropriate characteristics to movements. Demonstrate kinesthetic awareness while dancing the movement characteristics. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Re9.1.2 a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dance that make the dance work well and explain why they work. Use simple dance terminology. DA:Cn10.1.2 a. Create and perform a dance that expresses personal meaning.	DA:Cr1.1.3 b. Explore a given movement problem. Select and demonstrate a solution. DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.2 a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space. DA:Cn10.1.4 a. Relate the main idea or content in a dance to other experiences.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr1.1.8 b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement to communicate intent. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re7.1.8 b. Use genre-specific dance terminology. DA:Re9.1.6 a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology. DA:Cn10.1.6 a. Observe the movement qualities in a specific dance genre.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 10 | *Animation Part 2 of 2*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Use dime stops to animate a walk and bring a character to life. > Perform a choreographed sequence of movements that give the effect of stop motion Animation. > Combine Popping, Waving, key moves, Tutting, and Animation. > Improvise with Animation by using dime stops to suddenly stop moving on different counts.	Introduction Warm Up > Heel and toe balance > Heel and toe balance with music > Review routine Exploring Concepts and Developing Skills > Learn the Animation routine > Animation routine with music > Animation routine practice > Animation routine with music > Whole routine with music Taking Turns Dancing and Giving Feedback > Animation routine > Give peer feedback > Switch groups and repeat Creative Choice > Animation freestyle: move and stop on the 4s and 8s, freestyle walk, character freestyle Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Repeat or complete any activities from earlier lessons > Rehearse and perform the routine/ choreography sequence	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr4.1.2 c. Select and apply appropriate characteristics to movements. Demonstrate kinesthetic awareness while dancing the movement characteristics. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Cn10.1.2 a. Create and perform a dance that expresses personal meaning.	DA:Cc1.1.3 b. Explore a given movement problem. Select and demonstrate a solution. DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.2 a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space. feedback from teacher and self-check to improve dance skills. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.8 a. Demonstrate patterns of movement and their relationship in dance in context of artistic intent. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.

Popping Lesson 11 | *Cumulation*

By the end of this lesson, students will be able to:	**Video Lesson Components**	**Optional Extension Activities**	**2nd Grade Benchmark**	**5th Grade Benchmark**	**8th Grade Benchmark**	**High School Benchmark**
> Demonstrate Popping as well as many of its key moves like fresno, walk outs, and neck-o-flex, in addition to doing other styles that often go along with Popping like Waving, Tutting, and Animation. > Perform a choreographed sequence of movements that include Popping, Waving, key moves, Tutting, and Animation. > Freestyle with Popping, Waving, Animation, Tutting, and the key moves.	Introduction Warm Up > Popping: arms, chest, legs, fresno > Tutting: slides and flips > Waving: isolated waves, trace waves, smooth waves > Key moves: neck-o-flex and walk out > Animation: dime stops Exploring Concepts and Developing Skills > Call out review: Popping, Waving, key moves, Tutting, Animation > Would you rather: choose what movements to do > Whole routine: full breakdown > Whole routine with music: slow > Whole routine with music: medium > Whole routine with music: fast Taking Turns Dancing and Giving Feedback > Whole routine: medium speed > Give peer feedback > Switch groups and repeat Creative Choice > Freestyle with everything you learned! Cool Down Review	> Discussion questions for before the video dance lesson > Discussion questions for after the video dance lesson > Practice drills >Call out game > Freestyle time > Borrow and improvise > Research people/ groups associated with Waving > Cypher > Rehearse and perform the routine/ choreography sequence > Final choreography task: combine all styles > Team battles	DA:Cr1.1.2 a. Explore movement inspired by a variety of stimuli. DA:Cr1.1.2 b. Combine a variety of movements while manipulating the elements of dance. DA:Cr2.1.PK a. Improvise a dance that starts and stop on cue. DA:Cr2.1.PK b. Engage in dance experiences moving alone or with a partner. DA:CR2.1.2 b. Choose movements that express a main idea or emotion, or follow a musical phrase. DA:Cr3.1.2 a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. DA:Pr4.1.PK b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi. DA:Pr4.1.1 b. Recognize steady beat and move to varying tempi of steady beat. DA:Pr4.1.2 a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. DA:Pr5.1.2 a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. DA:Pr5.1.2 b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. DA:Pr5.1.2 c. Repeat movements with an awareness of self and others in space. DA:Pr6.1.2 a. Dance for and with others in a space where audience and performers occupy different areas. DA:Re7.1.2 a. Find movements in a dance that develop a pattern. DA:Cn11.1.1 a. Perform a dance from a culture and discuss or demonstrate the types of movement danced.	DA:Cr1.1.5 a. Build choreography using several stimuli. DA:Cr1.1.5 b. Construct and solve multiple movement problems to develop choreographic content. DA:Cr2.1.5 b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. DA:Cr3.1.5 a. Explore through the movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. DA:Pr4.1.3 a. Perform movement sequences in and through space with intentionality and focus. DAPr:4.1.4 b. Accompany other dancers. DAPr:4.1.4 b. Respond in movement to even and uneven rhythms. DAPr:4.1.4 b. Recognize and respond to tempo changes as they occur in dance and music. DA:Cr4.1.5 b. Perform movement phrases that show the ability to respond to changes in time. DA:Cr4.1.5 b. Dance to a variety of rhythms. DA:Pr5.1.3. c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. DA:Pr5.1.5. a. Recall and execute a series of dance phrases using fundamental dance skills. DA:Pr5.1.5. b. Demonstrate safe body-use practices during technical exercises and movement combinations. DA:Pr5.1.5 c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.	DA:Cr1.1.6 b. Explore various movement vocabularies to transfer into choreography. DA:Cr1.1.8 a. Implement movement from a variety of stimuli. DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. DA:Pr4.1.6 a. Refine ensemble skills in the ability to judge distance and spatial design. DA:Cr4.1.7 b. Vary durational approach to dance phrasing by using timing accents and variations within a phrase to add interested kinesthetically, rhythmically, and visually. DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. DA:Pr4.1.8 c. Incorporate energy and dynamics to technique exercises and dance performance. DA:Pr4.1.8 c. Use energy and dynamics to enhance and project movements. DA:Pr5.1.8 a. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:Pr5.1.6 c. Collaborate as an ensemble to refine dances by identifying what works and what does not work in executing complex patterns, sequences, and formations. DA:Pr5.1.6 c. Solve movement problems. DA:Pr5.1.7 c. Collaborate with peers to practice and refine dances. DA:Pr6.1.6 a. Recognize needs and adapt movements to use performance area. Use performance etiquette and performances practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and make corrections as needed to apply to future performances. DA:Pr6.1.8 a. Use performance etiquette and performance practices during class, rehearsal, and performance. DA:Re7.1.6 a. Demonstrate recurring patterns of movement. DA:Re7.1.8 b. Use genre-specific dance terminology.	DA:Cr1.1.I. a. Explore a variety of stimuli for sourcing movement to develop an improvised or choreographed dance study. DA:Pr4.1.I a. Develop ensemble skills while maintaining a sense of spatial design and relationship. DA:Pr4.1.I a. Use space intentionally during phrases. DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. DA:Pr4.1.I c. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. DA:PR5.1.I a. Embody technical dance skills to retain and execute dance choreography. DA:Pr5.1.II a. Dance with sensibility toward other dancers when executing complex spatial, rhythmical, and dynamic sequences. DA:Pr5.1.III c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. DA:Pr6.1.I a. Accept notes from choreographer to apply to future performances. DA:Pr6.1.III a. Model performance etiquette and performance practices during class, rehearsal, and performance.

©2024 Crelata. All rights reserved.