

RESIDENCY OUTLINE

TITLE: Exploring España & México

SCHOOL & GRADE: Elementary School Students

DANCE STYLES: Paso Doble, Jarabe Tapatío, Danza Estilizada, and Mexican Polka

TEACHING ARTIST: Kiri Avelar

RESIDENCY DATES: 10 Weekly Sessions

RESIDENCY DESCRIPTION:

Students will explore the cultural diversity of Mexico and Spain in a journey through the various regions of the countries and discovery of dance forms, including the Paso Doble, Jarabe Tapatío, Danza Estilizada, and Mexican Polka. Using the media of dance, music, props, art, and literature, students will experience *collaboration & dialogue* through partner work, *improvisation & student voice* through dance making, and develop *critical thinking & problem-solving skills* through inquiry-based approaches, yielding a greater appreciation of culture and the arts.

RESIDENCY OBJECTIVES:

- To understand the origins of dances from Spain and Mexico, the connections that exist, and the cultures and regions that influenced its creation.
- To name and identify the various groups that helped influence dance as an art form in Mexico and Spain.
- To identify and locate Spain, Mexico, and specific regions (Jalisco, Chihuahua, Madrid, Southern Spain) on a map.
- To name and identify the elements of the Paso Doble, Jarabe Tapatío, Danza Estilizada, and Mexican Polka
- To identify the various moods and feelings portrayed through Spanish and Mexican dance forms.
- To execute basic Spanish and Mexican dance steps.
- To master performance skills through a live performance.
- To create a culture of respect, community and team work.
- To connect dance learning with another aspect of the curriculum.
- To learn dance making skills.

MULTIPLE INTELLIGENCES APPLIED:

- Verbal/Linguistic, Visual/Spatial, Mathematical/Logical, Naturalist, Kinesthetic, Musical, Interpersonal, Intrapersonal

BLUEPRINT DANCE BENCHMARKS MET:

- Blueprint Strand 1: Perform a Dance
- Blueprint Strand 1: Develop Skills and Techniques
- Blueprint Strand 2: Analyze, Critique, and Communicate about Dance
- Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols
- Blueprint Strand 2: Understanding Dance as a Means of Expression & Communication
- Blueprint Strand 3: Connect Dance to other Disciplines: History, Geography, Social Studies, Language Arts, and Visual Art
- Blueprint Strand 5: Value Dance as a Source of Enjoyment and Lifelong Learning

RESIDENCY SCHEDULE

Class 1	<i>Bienvenida!</i> Orientation and Costume Measurement
Class 2	Introduction and Overview/ Exploration of Culture, Music & Rhythm
Class 3	Introduction of Props and Dance Making
Class 4	Curriculum Integration Discussion with Students ; Introduction to Partner Work
Class 5	(Mid-Residency Meeting) Set places for design of choreography
Class 6	Culminating Event Program Info Due
Class 7	Finish choreography - set entrances/exits/bows
Class 8	Video Showing ; Collect & Rehearse Curriculum Integration Assignments
Class 9	Final Rehearsal
Class 10	Culminating Performance

RESIDENCY CLASS ASSIGNMENTS

GROUP #1 – 45 minute class

Dance Style: Danza Estilizada

Enrichment: Spanish Flag, Map of Spain, Book “Olé Flamenco” by George Ancona, Visual Aids of geography and lifestyle, vests, skirts

Curriculum Integration: To be determined in collaboration with classroom teacher and teaching artist

Summary: Danza Estilizada is a stylized Spanish dance form with a broad range that includes folkloric, flamenco, and classical influences. Students will learn the basic technique of the vest and skirt, be introduced to movement vocabulary, learn Spanish language through the study of the song, and hone collaboration skills through teamwork exercises.

GROUP #2 – 45 minute class

Dance Style & Music: Paso Doble

Enrichment: Spanish Flag, Map of Spain, Visual Aids of geography and lifestyle, “The Story of Ferdinand” by Munro Leaf, and Capes

Curriculum Integration: To be determined in collaboration with classroom teacher and teaching artist

Summary: Paso Doble, (literally *double-step* in Spanish) is played during the bullfighters' entrance to the ring (*paseo*). It is a lively style of dance to the duple meter march-like music and is modelled after the sound, drama, and movement of the Spanish and Portuguese bullfight. Students will learn the call and response technique, hone dance making skills, and develop observation skills as a class.

GROUP #3 – 45 minute class

Dance Style & Music: Jarabe Tapatío

Enrichment: Map of the world, Mexican Flag, Map of Mexico, Visual Aids of geography and lifestyle, Book “Mis Bailes” by George Ancona, Hats

Curriculum Integration: To be determined in collaboration with classroom teacher and teaching artist

Summary: Jarabe Tapatio, commonly known as the Mexican Hat Dance, emerged from the Coca people in Cocula, Jalisco, Mexico as a courtship dance. As the national dance of Mexico, this dance is popular in Mexican culture, seen as a representation of national identity. Students will delve into the partner work, spatial pathways, and use of the sombrero in this dance.

GROUP #4 – 45 minute class

Dance Style & Music: Mexican Polka
Enrichment: Map of the world, Map of Mexico, Visual aids of geography & lifestyle, Scarves, Mexican Flag, Book “Mis Bailes” by George Ancona
Curriculum Integration: To be determined in collaboration with classroom teacher and teaching artist
Summary: Jesusita en Chihuahua is a Mexican Polka popularized during the time of the Mexican Revolution. Students will learn the history and culture of this special dance, along with the musical style of the famous Mariachi, focusing on spatial patterns and rhythmic accuracy.

RESIDENCY LESSON PLAN OVERVIEW

LESSON PLAN 1

WELCOME & INTRODUCTION OF THEME – MUSIC & RHYTHM

- Dance is... DANCE FORM was born in LOCATION. It is a culture of dance, song, and music that is very expressive. Today we are going to explore DANCE FORM and Spain/Mexico. As dancers we are MUSICIANS! Who’s ready to go on the journey today? VAMOS!

ENTRANCE TO THE SPACE

- Walking up on stage in a circle formation, focusing on posture
- Add marches, focus on finding the beat in the music

WARM UP – CIRCLE

- Body Isolations – Head, Shoulders, Elbows, Fingers, Arms, Hips, Knees, Legs, Feet
 - Freeze Dance – calling out body parts
- Taconeo – Single golpes
- Punta, Tacón
- Palmas – Palmas claras and palmas sordas
- Pitos
- Combine the golpes and the palmas to make a pattern – golpe, palma, palma, palma OR 1, 2, 3, 4.
- “I Go, You Go” – create different rhythmic patterns using palmas, pitos, and golpes – students must repeat the rhythm given. Then switch roles and give each student a chance to create a rhythm that the entire class must replicate.
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Review the class with students, asking them to share with the group what they learned today
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work
- [Blueprint Strand 2: Analyze, Critique and Communicate about Dance](#)

PROPS/MATERIALS USED:

- Visual Aids

LESSON PLAN 2

WELCOME & INTRODUCTION OF THEME – HISTORY OF SPANISH & MEXICAN DANCE

- People Groups: Moors and Arabs from Northern Africa; Sephardic Jews from the Middle East; Gypsies from the Northern Region of India; Indigenous populations of Christians in Andalucía. This melting pot of cultures birthed flamenco; Connection of Spain and Mexico; Indigenous, Spanish, and African roots of the Mexican identity.

ENTRANCE TO THE SPACE

- See Lesson Plan 1

WARM UP – CIRCLE

- See Lesson Plan 1
- New Material:
 - Taconeo – double time
 - Palmas – alternate claras and sordas
 - Braceo & Floreo - Have students reach their right arm above their head and pick a grape from the tree. Same with the left. Now have students reach both right and left arms, grabbing two grapes from the trees. Use different directions – low, middle, in front, to the side, behind.
 - Vuelta Simple
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

INTRODUCTION OF CHOREOGRAPHY

- Scaffolding the material presented in the warm-up, begin putting together choreography
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Review the class with students, asking them to share with the group what they learned today
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work
- [Blueprint Strand 2: Analyze, Critique and Communicate about Dance](#)

PROPS/MATERIALS USED:

- Dance Charts – “Where?”, “Who?”, “What?”, “When & Why?”

LESSON PLAN 3

WELCOME & INTRODUCTION OF THEME – ELEMENTS OF MEXICAN & SPANISH DANCE

- Explore the “what” of Mexican and Spanish Dance in English and Spanish: SEE, SAY and DO - Cante! Baile! Guitarra! Jaleos! Pitos! Palmas! Quiz students on the elements you have explored as a class. Ask them if they can identify themselves those elements.
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ENTRANCE TO THE SPACE

- See previous lesson plan – students execute without the teacher leading

WARM UP – CIRCLE

- See previous lesson plan
- New Material:
 - Taconeo – triple time

- Marcajes – Dip the toes in the water, pull them out; Step and cross in front, step and cross in front, step and cross in front, golpe, golpe (reverse); Hops – one foot, to the other
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

REVIEW OF CHOREOGRAPHY

- Share background on the region and idea behind the class dance
- Review choreography set the previous week and add on
- Set places for the Culminating Event
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Review the region of the dance with students, asking them to share with the group what they learned
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work
- [Blueprint Strand 2: Analyze, Critique and Communicate about Dance](#)

PROPS/MATERIALS USED:

- Dance Charts – “Where?”, “Who?”, “What?”, “When & Why?”

LESSON PLAN 4

WELCOME & INTRODUCTION OF THEME – CONNECTING THE CULTURE

- Share with students more in depth about the specific region of their dance, including history, geography, and dress – support with photos
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ENTRANCE TO THE SPACE

- See previous lesson plan

WARM UP – CIRCLE

- See previous lesson plan
- New Material:
 - Taconeo –Double golpes
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

REVIEW OF CHOREOGRAPHY

- Review choreography set the previous week and add on
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Review the region of the dance with students, asking them to share with the group what they learned
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work
- [Blueprint Strand 2: Analyze, Critique and Communicate about Dance](#)

PROPS/MATERIALS USED:

- Print out of map of Spain and Mexico, and specific regions showing geography and dress

LESSON PLAN 5

WELCOME & INTRODUCTION OF THEME – MOOD & CHARACTER

- Mexican and Spanish Dance have many different moods, expressions, and rhythms. Look at the students in the book. Talk about their emotions/facial expressions they are making. Introduce the Facial Expression Cards, asking the students to make the face they see on the card i.e. ‘surprised’, ‘angry’, ‘happy’, etc.
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ENTRANCE TO THE SPACE

- Walking up on stage in a circle formation, have students place the Facial Expression Cards on the floor, throughout the stage (kind of like the game twister). As you play different songs from your playlist, they need to find the face that matches the mood of the song and stand on it.

WARM UP – CIRCLE

- See previous lesson plan
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

REVIEW OF CHOREOGRAPHY

- Review choreography set the previous week and add on
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Review the moods of Mexican and Spanish Dance with students and have them share their favorite
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work
- [Blueprint Strand 2: Analyze, Critique and Communicate about Dance](#)

PROPS/MATERIALS USED:

- “Ole Flamenco” and “Mis Bailes” books by George Ancona; Facial Expression Cards; Flamenco and Regional Mexican music playlist with a variety of songs showing different emotions.

LESSON PLAN 6

WELCOME & INTRODUCTION OF THEME – CURRICULUM INTEGRATION ASSIGNMENT

- Partner with classroom teacher to assign students curriculum integration assignment
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ENTRANCE TO THE SPACE

- See previous lesson plan

WARM UP – CIRCLE

- See previous lesson plan
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

REVIEW OF CHOREOGRAPHY

- Review choreography set the previous week and finish the dance

- [Blueprint Strand 1: Develop Skills and Techniques](#)
- [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Review curriculum integration assignment with class
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work

PROPS/MATERIALS USED: None

LESSON PLAN 7

WELCOME & INTRODUCTION OF THEME – PROPS IN DANCE & DANCE MAKING

- Bring props to share with the class, discussing how flamenco and Spanish Dance uniquely use the cape, castanets, hats, scarves, shawls, and fans.
- Discuss with class the term “Dance Making” and “Choreography/Choreographer”.
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ENTRANCE TO THE SPACE

- See previous lesson plan

WARM UP – CIRCLE

- See previous lesson plan
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

REVIEW OF CHOREOGRAPHY

- Review choreography set the previous week
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

EXPLORATION

- Have students explore the props provided by using guided discovery – calling out different directions, lead students in a self-exploration of the prop.
- Assign students in groups of 3 – asking them to create a short dance that has a beginning, middle, and end, and includes the elements of flamenco: golpes, palmas, vueltas, and floreo/braceo. Have each group share their dance with the class.

CLOSURE/REFLECTION

- Taking turns in a circle, have students share what their favorite prop was and why
- Leading off of the presented choreographies, have students share what it felt like to work as a team and choreograph a dance.
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work.
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)

PROPS/MATERIALS USED: Capes, castanets, sombreros, scarves, shawls, and fans.

LESSON PLAN 8

WELCOME & INTRODUCTION OF THEME – VIDEO

- Share the Sara Baras’ “Sabores” DVD with students, showing select clips

- Discuss what we saw!
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ENTRANCE TO THE SPACE

- See previous lesson plan

WARM UP – CIRCLE

- Body Isolations
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

REVIEW OF CHOREOGRAPHY

- Run through choreography
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Taking turns in a circle, have students share what their favorite part of the movie was and why
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)

PROPS/MATERIALS USED: DVD, Projector

LESSON PLAN 9

WELCOME & INTRODUCTION OF THEME – ASSESSMENT & DANCE/“DRESS REHEARSAL”

- What does it mean to be an audience member? What as dancers in the role of audience members are we observing?
- As a class review the content of the residency
- Discuss what a Dress Rehearsal and Performance means
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ENTRANCE TO THE SPACE

- See previous lesson plan

WARM UP – CIRCLE

- See previous lesson plan
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

REVIEW OF CHOREOGRAPHY

- Run through choreography
 - [Blueprint Strand 1: Develop Skills and Techniques](#)
 - [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

ASSESSMENT EXERCISE

- Divide the class in 3 or 4 groups, having them perform their CE choreography one group at a time.
- Following each group’s performance, facilitate a discussion on what they saw – what were the “gold stars” they could give, and what were their “wishes”?

“DRESS REHEARSAL”

- [Blueprint Strand 1: Develop Skills and Techniques](#)
- [Blueprint Strand 2: Applying Dance Vocabulary, Terminology and Symbols](#)

CLOSURE/REFLECTION

- Leading off of the group presentations of the CE choreography, have students share what it felt like to watch the dance, what it felt like to perform for their peers, etc.
- Lead students through a formal bow to close class, having them thank the classroom teachers for watching, the dance teacher for teaching, each other for being great classmates, and themselves for their hard work.
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)
 - [Blueprint Strand 2: Analyze, Critique, and Communicate about Dance](#)

PROPS/MATERIALS USED: None

LESSON PLAN 10**PERFORMANCE OF CHOREOGRAPHY – CULMINATING EVENT**

- Students perform their dance for their parents and school
 - [Blueprint Strand 1: Perform a Dance](#)
 - [Blueprint Strand 5: Value Dance as a Source of Enjoyment and Lifelong Learning](#)