

Latin Dance for Grades 5-8 and 9-12

This material is designed for use in public and private academic schools.

All exercises may be performed without barres, dance flooring, or mirrors.

There are 30 lesson plans similar in structure to the sample page. Each lesson would be used for one or two classes depending on how well the students pick up the material.

Each dance has an information page similar to the sample page included. There is also a brief history of each dance included.

There is a background information section to the manual which defines terminology, additional resources, national standards in arts education, and progress tracking charts.

Exercises are laid out in a similar manner to the samples included.

The dances included in the syllabus are Rumba, Cha Cha, Swing, Mambo / Salsa, and Merengue.

Lesson Plan 4 – Grades 5-8

1. Discuss the history of Rumba. Talk about the culture of the time period and have students share their thoughts on why Rumba gained popularity. Assign additional research if desired.
2. Have students dance a Rumba.
3. Discuss dynamics of movement and use of energy.
4. Switch partners and teach Rumba Box with Quick Underarm Turn.
5. Have the students break into groups of 2 partners each and create a combination that incorporates all the movements learned so far.
6. Have the group switch partners with the other twosome in their group and demonstrate their choreography for the class.

Additional NSAE Standards Covered

2d, 5a, 5b

Lesson Plan 5– Grades 5-8

1. Have students dance a Rumba.
2. Switch partners and teach Cross Over Breaks
3. Have students dance all of the rumba steps for the duration of one song.
4. Have each pair of students write the numbers 1-9 in any order except 1,2,3,4,5,6,7,8,9 on a piece of paper. Each number corresponds with one of the Rumba steps they learned in the order presented. The Basic Rumba Box would =1, Cross Over Breaks would = 9. All the other steps would be in order between them. Have the students dance their chance created choreography.
5. Play a Rumba and randomly stop the music. When the music stops have students change partners. Continue this for 2 songs.
6. Have the students select a partner they have not worked with during this class and have them dance all the steps of the Rumba that they know.
7. Introduce Cha Cha rhythm.

Additional NSAE Standards Covered

2b, 5a, 5b,

Lesson Plan 6– Grades 5-8

1. Have the students dance a Rumba.
2. Discuss the differences between Rumba and Cha Cha rhythm. Discuss how movement qualities will differ between the two dances because of the dynamics of the movement.
3. Discuss the different impact on the body between Rumba and Cha Cha. Explain how slower movement. as in Rumba can help warm up the body for the Cha Cha. Ask the students for other ideas on how they can warm up to prepare for dancing. Some ideas are gentle knee bends (plie'), ankle circles, arm circles and swaying side to side.
4. Have students change partners. Teach Cha Cha Side Basic.
5. Teach Cha Cha Forward and Back Basic.
6. Have the students mix the Side Basics with Forward and Back Basics. The emphasis should be on the change in lead and ability to follow a smooth transition.

Additional NSAE Standards Covered

6b

Lesson Plan 4 – Grades 9-12

1. Discuss the history of Rumba. Talk about the culture of the time period and have students share their thoughts on why Rumba gained popularity. Assign additional research if desired.
2. Have students dance a Rumba.
3. Discuss dynamics of movement and use of energy.
4. Switch partners and teach Rumba Box with Quick Underarm Turn.
5. Have the students break into groups of 2 partners each and create a combination that incorporates all the movements learned so far.
6. Have the group switch partners with the other twosome in their group and demonstrate their choreography for the class.

Additional NSAE Standards Covered

1d, 5b, 5f (advanced ½ of the standard is covered here)

7. Begin planning a class project using Latin Dance as a base. Discuss integration of other areas such as English, Video/Film, Music, Art, History, Science, and Math. Formulate a plan that can be executed during the duration of the course to see the plan through to completion. Some ideas are a video tape of a dance performance, writing or reading a story and creating a dance to go with it, using dance movements to explain principles of physics, correlating geometry to dance, or recreating a historical cultural period with music and dance. Incorporate at least 2 non dance areas in the project. Discuss using multimedia or computer based applications in the project.

NSAE Standards 7a, 7c

Lesson Plan 5 – Grades 9-12

1. Have students dance a Rumba.
2. Switch partners and teach Cross Over Breaks
3. Have students dance all of the rumba steps for the duration of one song.
4. Have each pair of students write the numbers 1-9 in any order except 1,2,3,4,5,6,7,8,9 on a piece of paper. Each number corresponds with one of the Rumba steps they learned in the order presented. The Basic Rumba Box would =1, Cross Over Breaks would = 9. All the other steps would be in order between them. Have the students dance their chance created choreography.
5. Play a Rumba and randomly stop the music. When the music stops have students change partners. Continue this for 2 songs.
6. Have the students select a partner they have not worked with during this class and have them dance all the steps of the Rumba that they know.
7. Introduce Cha Cha rhythm.

Additional NSAE Standards Covered

2b – chance form

Rumba Side Break

Leader's Part

Count	Foot	Description of Movement	Footwork
Quick (1)	Left	Step to the left side.	Ball of foot to flat foot.
Quick (2)	Right	Step in place	Ball of foot to flat foot.
Slow (3,4)	Left	Close left foot to right foot	Ball of foot to flat foot.
Quick (1)	Right	Step to the right side.	Ball of foot to flat foot.
Quick (2)	Left	Step in place	Ball of foot to flat foot.
Slow (3,4)	Right	Close right foot to left foot	Ball of foot to flat foot.

Follower's Part

Count	Foot	Description of Movement	Footwork
Quick (1)	Right	Step to the right side	Ball of foot to flat foot.
Quick (2)	Left	Step in place	Ball of foot to flat foot.
Slow (3,4)	Right	Close the right foot to left foot	Ball of foot to flat foot.
Quick (1)	Left	Step to the left side.	Ball of foot to flat foot.
Quick (2)	Right	Step in place.	Ball of foot to flat foot.
Slow (3,4)	Left	Close the left foot to right foot.	Ball of foot to flat foot.

General Notes:

1. Refer to Numbers 1,4,5,6 in General Notes for the Rumba Basic Boc.
2. Alternative styling A – The leader brings their left hand (the follower's right hand) down so the arms are stretched towards the floor between them on the Left side. On the right side the leader circles the arm from down to up over head by drawing an arc to the left of the leader's body. The line of the arms is then in a soft curve overhead, but between the two dancers as they execute the right side basic.
3. Alternative styling B – The leader switches from regular latin dance position to a 2 hand hold. As the side basic to the left is danced the arms complete a figure 8 to the left on the 1,2 and then begin the second one. As the side basic to the right is danced the dancers repeat the arm movements to the right. Both arms travel in the same direction as each other
4. The lead is the initial movement of the body and the follower following the change of weight. There is a slight signal with the leader's right arm to guide the follower to the left side on the first step. The leader then needs to maintain their frame with consistent energy to keep the movement sideways instead of traveling forward or back. As the leader begins to move to the right side, they need to slightly pull the ir right elbow to the side to indicate the new direction of travel. Again, after leading the first step of the pattern the frame remains consistent.
5. This step is sometimes referred to as a cucaracho.

East Coast Swing

Counting

Triple Swing is generally counted Triple Step, Triple Step, Rock Step. Single swing is often counted Step, Step, Rock Step. The true counts are 1,2 (step),3,4 (step), 5 (rock), 6 (step) for Single Swing. For Triple Swing the counts are 1,&2 (triple), 3,&4 (triple), 5 (rock), 6 (step). In both styles you are dancing across a 2 measures which means you need to do 2 basics to remain on the phrase of the music.

Footwork

The basic footwork is to stay on the ball of the feet for the triple steps (chasse's) and then allow the heel to come down without weight on the rock step. When dancing single swing, the footwork on each of the steps would be ball, heel (optional) or just staying on the balls of the feet.

Direction of Travel

Swing is generally danced in place, so it is a spot dance. Some steps will travel slightly, but not far in any one direction. Triple swing is designed to rotate as it is danced.

Dance Position

The dance position for swing has the two partners making a slight "V" with the leader's left side and the follower's right side slightly open. This allows the back rock to be taken simultaneously without separation occurring. The leader's right hand is placed under the follower's shoulder blade and the leader's left hand and arm are allowed to hang by the side (with tone to them) and the follower's right hand is placed in the leader's left palm.

Song Suggestions

Something's Gotta Give – Triple Swing – What Women Want Soundtrack

Mack the Knife – Single Swing - What Women Want Soundtrack

Rock Around the Clock – Single Swing – American Graffiti Soundtrack

Operator – Triple Swing – Manhattan Transfer

Cherish – Triple Swing – Madonna

Boy From NYC – Fast Triple / Slower Single – Manhattan Transfer

Soundtrack from the Broadway show Swing

Uptown Girl –Triple Swing - Billy Joel

Trickle Trickle – Fast Triple / Slower Single – Manhattan Transfer

Swing Kids Soundtrack

The Glen Miller Story Soundtrack

Mambo / Salsa Forward and Back Basic

Leader's Part

Mambo Count	Salsa Count	Foot	Description of Movement	Additional Notes
2	1	Left	Step directly front.	Quick
3	2	Right	Step in place.	Quick
4-5	3-4	Left	Step slightly back.	Slow
6	5	Right	Step directly back.	Quick
7	6	Left	Step in place.	Quick
8-1	7-8	Right	Step slightly front	Slow

Follower's Part

Mambo Count	Salsa Count	Foot	Description of Movement	Additional Notes
2	1	Right	Step directly back.	Quick
3	2	Left	Step in place.	Quick
4-5	3-4	Right	Step slightly front.	Slow
6	5	Left	Step directly front.	Quick
7	6	Right	Step in place.	Quick
8-1	7-8	Left	Step slightly back	Slow

General Notes:

1. The footwork remains ball of foot to flat foot throughout.
2. The pattern may rotate either to the left or to the right. Rotating to the left is more natural.
3. Unless rotating, the lead is more through body energy than arms.
4. When rotating the maintenance of frame by the leader is what moves the follower in the correct direction.
5. Alternative hand position 1 – take a 2 hand hold.
6. Alternative hand position 2 – the leader drops contact between their left hand and the follower's right hand.
7. Alternative hand position 3 – no hand contact at all. If you choose to rotate in this position the lead is visual – the follower must maintain a parallel alignment between themselves and the leader.