

## Smooth Ballroom 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 Waltz, Tango, Foxtrot, Quickstep.

### **Lesson Plan 18-Grades 5-8**

1. Have a student lead the warm up to 1 Tango, Waltz, or Foxtrot rhythm song.
2. Have students dance a Foxtrot.
3. Have students change partners. Have students dance a Waltz.
4. Have students change partners and dance the Tango
5. Have the students review the Fan.
6. Break the students into small groups and have them choreograph a Tango piece. They can incorporate concepts, such as underarm turns, from the Waltz and Foxtrot to create their own steps. They should strive to keep the character of the dance different from the other dances both by maintaining the proper timing and application of styling.

### **Lesson Plan 19- Grades 5-8**

1. Have a student lead the warm up to 1 Tango, Waltz, or Foxtrot rhythm song.
2. Have students dance a Foxtrot.
3. Have students change partners. Have students dance a Waltz.
4. Have students change partners and dance the Tango
5. Introduce Quickstep timing.
6. Teach students the Quarter Turns in Quickstep.
7. Discuss the difference between the Quarter Turns in Quickstep and the two Quarter Turns taught in Foxtrot.
8. Compare and contrast the music and timing of Quickstep with that of Waltz, Foxtrot and Tango.

### **Lesson Plan 20 – Grades 5-8**

1. Have a student lead a warm up to any smooth tempo song.
2. Have students dance a Foxtrot.
3. Have students change partners and dance a Waltz.
4. Have students change partners and dance a Tango.
5. Teach the students the Progressive Chasse' in Quickstep.
6. Have students dance an amalgamation of Quarter Turns and Progressive Chasse'.
7. Divide students into groups of 3 or 4 partners. Have the groups choreograph a "formation" dance where the partners dance at the same time and then use transitional steps to change partners within their group and continue dancing. Have the groups perform for each other and discuss the different pieces. Include in your discussion what criteria influenced their feelings. Some things to consider are: ability of dancers, originality, variety, and expression of the dancers.

#### **Additional NSAE Standards Covered**

4d

## Lesson Plan 19 – Grades 9-12

1. Have a student lead the warm up to 1 Tango, Waltz, or Foxtrot rhythm song.
2. Have students dance a Foxtrot.
3. Have students change partners. Have students dance a Waltz.
4. Have students change partners and dance the Tango
5. Introduce Quickstep timing.
6. Teach students the Quarter Turns in Quickstep.
7. Discuss the difference between the Quarter Turns in Quickstep and the two Quarter Turns taught in Foxtrot.
8. Compare and contrast the music and timing of Quickstep with that of Waltz, Foxtrot and Tango.
9. Have the students watch a ballroom dance on video. Have the students identify as many of the movements in the piece as they can with their vocabulary. Next have them re-watch the piece and determine what basic movements evolved into the more difficult movements. Are these compound movements or just enhanced by styling? Is there a “signature look” to the choreographer’s work? Has the choreographer taken a traditional step and updated or changed it? What is the students’ impression of the changes? Have the students take basic steps they know and revise them to create new variations.

### **NSAE Standards**

2e (advanced)

## Lesson Plan 20 – Grades 9-12

1. Have a student lead a warm up to any smooth tempo song.
2. Have students dance a Foxtrot.
3. Have students change partners and dance a Waltz.
4. Have students change partners and dance a Tango.
5. Teach the students the Progressive Chasse’ in Quickstep.
6. Have students dance an amalgamation of Quarter Turns and Progressive Chasse’.
7. Divide students into groups of 3 or 4 partners. Have the groups choreograph a “formation” dance where the partners dance at the same time and then use transitional steps to change partners within their group and continue dancing. Have the groups perform for each other and discuss the different pieces. Include in your discussion what criteria influenced their feelings. Some things to consider are: ability of dancers, originality, variety, and expression of the dancers.
8. Discuss the changes of the human body over time. Discuss such changes as increased height, the increase of athletic abilities of females, the current American lifestyle and weight issues, and media and fashion’s influence on what we perceive as the perfect body. Discuss this in terms of different ethnic and cultural standards. Next discuss the differences in the body of dancers over the years. The easiest way to make a comparison is to look at photographs of dancers from the 20<sup>th</sup> century and compare them to dancers of today. What differences do they see? Is there a difference in the choreographic demands on dancers today vs. then? Is this difference because of the evolution of the body or has the ideal body type evolved to fit this new choreography? What do the students feel is the ideal body for a Latin Dancer? How does this ideal body mesh with the current cultural ideals of physique?

### **NSAE Standards**

6c

## Foxtrot - Forward Basic

This pattern begins with the leader facing the line of dance.

Leader

Count	Count	Foot	Footwork	Description of Movement
1, 2	Slow	Left	Heel to flat.	Step forward outside of partner's right foot.
3, 4	Slow	Right	Heel to flat	Step forward in between partner's feet.
5	Quick	Left	Toe	Step to the left (small step).
6	Quick	Right	Toe, ball of the foot, flat	Close right foot to left foot.

Follower

Count	Count	Foot	Footwork	Description of Movement
1, 2	Slow	Right	Toe to flat	Step backwards.
3, 4	Slow	Left	Toe to flat	Step backwards
5	Quick	Right	Toe	Step to the right (small step).
6	Quick	Left	Toe, ball of the foot, flat	Close left foot to right.

### General Notes:

1. The forward steps should feel like regular walking.
2. It is important the forward and backward steps are taken in a straight line. The partner's dance position is slightly offset to allow the feet to move in straight lines without stepping on each other.
3. It is very common for the side step to turn into a diagonal movement. This will confuse the follower. The step needs to be directly side.
4. Even though all of the side steps are taken to the left, the pattern travels in a straight line. This occurs because there is a slight rightward intent to the two walking steps that counters the left side step (as long as the step remains small).
5. There is a slight bouncing feel to the Foxtrot. This bounce happens naturally because of the footwork on the side steps and should not be manufactured.
6. This pattern may be started whenever the leader's left foot is free move on the count of "1".
7. There is no alternative styling for this step.
8. The lead is the initial movement of the body and the follower following the change of weight. The frame or body position between the two dancers remains consistent throughout the pattern.

# Tango

## Counting

Tango is generally counted Slow, Slow, Quick, Quick, Slow. Each Slow count is 2 beats of music and each quick is 1 beat of music. The time signature for Tango is 2/4, but when the pattern is counted it is generally counted in sets of 8. The main characteristic of Tango is that the music is staccato. The steps are also taken as staccato weight transfers. The staccato characteristic makes the Tango different from any of the other smooth dances where a sense of flow or flight between the steps is the desired result.

## Footwork

The basic footwork is to step rather flatly onto the foot as opposed to rolling from the heel to the toe or the toe to the heel. In tango, the footwork is described as ball flat or heel flat depending on whether a step is taken backward or forward. Any exceptions to this footwork will be noted. The knees remained flexed throughout this dance. Each step has a complete weight transfer that occurs as soon as possible

## Direction of Travel

Tango travels in a counter clockwise path around the room.

## Dance Position

The dance position for Tango is slightly more compact than for other smooth dances. The leader's right hand will be angled slightly down from the follower's shoulder blade down towards the spine. The follower will feel the need to dance slightly more into his / her left arm due to this adjustment of the leader's arm position.

## Song Suggestions

Tango Soundtrack

Forever Tango Soundtrack

The Tango Project- Tango Collection

The Tango Project – Two to Tango

It is important to note that there are many rhythms that are considered Argentine Tangos. Many are very difficult to dance social tango to. The two Tango Project Albums have several more regular tangos on them.