EDUCATION WORKSHOP

Dance.
Laugh.
Learn.

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CD - 2nd Grade

A Music, Drama, & Dance Program
OVERVIEW

The Charleston Gaillard Center’s Education and Community Program and our early-childhood Artist-in-Residence, Dance.Laugh.Learn., present a 12-part series of virtual dance workshops appropriate for CD-2nd grade. Students will learn three complete dances that are supported by the SC State Academic Standards for Physical Education, Early Learning, and Dance. The workshops are also an excellent way to get students moving for “brain breaks” in the traditional classroom and at home.

The Dance.Laugh.Learn. model is setup using repetition and a narrative story pattern, which makes it more attainable for early-childhood settings. We encourage you to post videos of your students dancing and tag the Gaillard Center at @gaillardcenter. Each virtual dance workshop follows the model below:

WORKSHOP STRUCTURE
• Warm-up: this gets the students moving
• Isolations and Articulation: teaches the students about isolating certain parts of the body for different dance movements
• Stretching Sequence: extended warm-up before we dance
• 8-Count Game: learning that dance consists of an 8-count pattern
• Narrative Story: our dance movements are put into a story to help the students learn each movement with ease
• Movement Combination: we put all of our moves together and dance

FOR TEACHERS
Thank you for bringing Dance.Laugh.Learn. into your classroom. We are so excited to groove with your students. All videos are safe to do right in your classroom. Feel free to space the students out how you see fit, but they should not need more than just space next to their desks. The videos are paced in a way that they should be able to be played straight through, but feel free to pause and rewind any parts that the students need more practice with. In each group, you will find four full-length videos that include a warm-up, stretching sequence, game, narrative story, and movement combination. In between the full-length videos, you will find a short review video that can be used to practice the grooves taught before moving on to new material.
STANDARDS FOR KINDERGARTEN - 2ND GRADE

**Goal CD-5:** Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.

**Goal CD-4:** Children demonstrate appreciation for different forms of artistic expression.

**Goal HPD-2:** Children engage in and sustain various forms of physical play indoors and out.

**Goal HPD-4:** Children develop the large muscle control and abilities needed to move through and explore their environment.

**K-1.1** Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.

**K-1.2** Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.

**K-1.3** Demonstrate beat awareness by moving to even and uneven rhythms (for example, galloping or sliding to the uneven rhythm of a drum beat or music).

**K-1.4** Support body weight on a variety of body parts while maintaining stillness (for example, balancing on two hands and a foot).

**K-1.5** Demonstrate controlled traveling, rolling, and balancing actions with or without equipment.

**K-2.1** Identify fundamental movement skills (for example, hop, jump, gallop, slide, catch, throw, strike).

**K-2.2** Identify basic body and space awareness movement concepts (for example, body parts, body shapes, non-locomotor movements such as bend and twist, personal and general space, high and low levels, directions, and pathways).

**K-2.3** Identify a variety of spatial relationships with objects (for example, over, under, behind, beside, through).

**K-3.1** Sustain moderate-to-vigorous physical activity for short periods of time.

**K-3.2** Engage in sustained physical activity that causes an increased heart rate, and rapid breathing.

**K-4.1** Share physical-activity space and equipment willingly with others.

**K-4.2** Interact positively with others in physical-activity settings (for example, treating others with respect during physical activity regardless of personal differences, including gender, skill level, or ethnicity).
STANDARDS FOR KINDERGARTEN - 2ND GRADE

**K-4.3** Work independently and with others on physical education tasks.

**K-4.4** Participate appropriately as a member of the class by following directions and classroom rules and using safe physical-activity practices.

**2-1.1** Demonstrate mature form in locomotor skills (including walking, running, jumping, hopping, galloping, sliding, skipping, and leaping).

**2-1.2** Use smooth transitions between combinations of locomotor skills and combinations of manipulative patterns (for example, from walking to running, galloping to skipping, catching to throwing).

**2-1.3** Jump and land in various combinations (for example, one-foot takeoff to two-feet landing, two-feet takeoff to two-feet landing).

**2-1.4** Perform simple dances and/or movement sequences to music.

**2-1.5** Combine balance, weight transfer, and rolling movements into a sequence with a clear beginning and ending (for example, stork-stand balance, to a forward roll, to a donkey kick, to a knee scale balance finish).

**2-1.10** Use movement concepts to move in expressive ways (for example, traveling in a curved or zigzag pathway, moving body parts from one level to another, contrasting the speed or force of movement).

**2-3.2** Engage in warm-up to prepare the body for physical activity.

**2-3.3** Participate in physical activity to increase aerobic capacity (for example, engages in a series of timed segments of locomotor activities without tiring easily or plays in a variety of games that increase breathing and heart rate).

**5-1.7** Perform age-appropriate dances with given steps and sequences in rhythm to music.

**SC State Academic Standards for Dance**

**SC Anchor Standards:**

1. I can use movement exploration to discover and create artistic ideas and works
2. I can choreograph a dance
3. I can perform movements using the dance elements
4. I can perform movement skills and techniques
5. I can describe, analyze, and evaluate a dance (Number 6 will not be covered)
6. I can relate dance to other arts disciplines, content areas, and careers
7. I can identify and apply healthful practices related to dance
In the video above, students learn the first dance moves. Click here to see a review video for Episode 1.

In the video above, students are packing up, heading back home from the beach, and learning the final dance moves. Click here to see a review video for Episode 3.

The video above is a continuation of the Beach Dance with more dance moves. Click here to see a review video for Episode 2.

In the video above, students put all of the dance moves together for the final Beach Dance. They have learned an entire dance! Click here to see a review video for Episode 4.
In the video above, students learn the first dance moves. Click here to see a review video for Episode 1.

The video above is a continuation of the Rock Band dance with more dance moves. Click here to see a review video for Episode 2.

The video above is a continuation of the Rock Band dance with more new dance moves. Click here to see a review video for Episode 3.

In the video above, students put all of the dance moves together for the final Rock Band Dance. They have learned an entire dance! Click here to see a review video for Episode 4.
**WORKSHOP GROUP 3 - SUPERHERO DANCE**

**EPISODE 1**
In the video above, students learn the first dance moves. [Click here](#) to see a review video for Episode 1.

**EPISODE 2**
The video above is a continuation of the Superhero Dance with more dance moves. [Click here](#) to see a review video for Episode 2.

**EPISODE 3**
The video above is a continuation of the Superhero dance with the last steps. [Click here](#) to see a review video for Episode 3.

**EPISODE 4**
In the video above, students put all of the dance moves together for the final Superhero Dance. They have learned an entire dance!
EXTENSION GAMES

**ACTING UP**
This game is like freeze dance, only when the music comes on and it’s time to dance, the students will be prompted to dance with a particular feeling.

**RENAME THE MOVE**
This game allows dancers to use their imaginations and find a personal connection to dance moves by renaming them.

**REMOTE CONTROL**
This game lets students explore tempo (how fast or slow something is) and the shape of choreography by making movements fast, slow, big, or small.

ABOUT DANCE.LAUGH.LEARN.

**ABOUT RYLEE COPPEL**
Rylee is a Pennsylvania native who followed her performing and teaching dreams to NYC. Rylee holds a B.A. in Music Performance from Ramapo College of NJ and has performed regionally and locally with such companies as; Charleston Stage, Joey Casella Productions, Theatre Rehabilitation for Youth, Roxy Regional Theatre, RWS and Associates and American Entertainment Productions. Alongside her performing, Rylee has been teaching Musical Theatre, Voice, Dance and Acting in the NY/NJ, and SC areas for over 5 years. CARI Background check; SLED Check, Certified Yoga Instructor, Aura Wellness Center; CPR/First Aid, American Red Cross; Trauma Informed

**ABOUT KERRI FORD**
Kerri is a New York based performer who specializes in theatre for young audiences (TYA). She is an alumna of the educational theatre program at NYU where she graduated with a B.S. along with a certification to teach theatre in the state of NY (K-12;2004-2007). She has performed with a long roster of theatre companies who make it their mission to provide educational shows and assemblies to both children and adult audiences including: Winceyco, ArtsPower National Touring Theatre, Arithmitickles, and Periwinkle Theatre for Youth. Kerri is also professionally trained in movement and dance and has taught at private studios in the past. She continues to perform in the TYA field. CARI background check; NYC/DOE fingerprinted; CPR/First Aid, American Red Cross; Kappa Delta Pi member; Trauma Informed
SPONSORS AND SUPPORTERS

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