

# Try This!!

## **A Collective of Extended Annotated Best Practices:**

A resource list and toolkit for  
elementary and secondary dance  
and movement.



## Our Mission:

*As dance educators we believe in providing opportunities for creation and realization, free from bias, while respecting technique, purpose and artistry.*



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## Color Dance

by  
Ann Jonas



### Abstract

Through the use of water colour illustration Ann Jonas tells the story of children's exploration of colour. The book provides simple text that younger children can follow along with and/or read on their own. Through effective character development, the author provides great insight into the primary colours and how they may be mixed to make new secondary colours. An example from the text: "Orange is red and yellow mixed together. No blue."

### Review

*Color Dance* is a fabulous picture story that can be used in any primary and early junior classroom. In my experiences, I have used this text to allow students to create movement based on how the various colours inspire them. This process may begin with having students create a graphic organizer for one to two colours. Once you have reviewed students' webs, create a mass web on the board. Next, read *Color Dance* by Ann Jonas. Immediately after reading the text, have the students add to their webs. After some discussion, have the students find a spot in the room where they can stand or sit with their eyes closed. In complete silence, call out a colour (RED) and ask students to visualize the colour and then allow the colour to come alive. Ask the students to acknowledge how their colour is moving (quickly, slowly, bumpy, smooth). Finally, have the student begin to inherit the movement of their colours and develop their own creative movement/dance. This step may be explored either with eyes closed or open depending on grade level and comfort level.

Jonas, Ann. (1989). *Color Dance*. New York: Greenwillow Books.

# Cha Cha Slide

by  
DJ Casper



## Abstract

DJ Casper, who is also known as Mr. C, is the creator of the very famous *Cha Cha Slide*. The *Cha Cha Slide* was originally created for Bally Total Fitness but became so popular that DJ Casper/Mr. C recorded his album. The *Cha Cha Slide* is an interactive dance CD, which uses vocal, dance movement, and gestures. Such movement styles include: Latin Ballroom (CHA CHA), and Hip Hop. Please see sample lyrics below.

## SAMPLE LYRICS: Cha Cha Slide

(Mr. C talks)

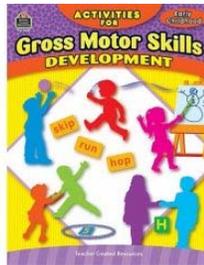
To the left, take it back now ya'll  
1 hop this time, right foot let's stomp  
Left foot let's stomp,  
Cha Cha real smooth  
Turn it down, to the left  
Take it back now ya'll  
1 hop this time, right foot let's stomp  
Left foot let's stomp, Cha Cha now ya'll  
Now it's time to get funky  
To the right now, to the left

Take it back now ya'll  
1 hop this time,  
1 hop this time  
Right foot 2 stomps,  
Left foot 2 stomps,  
Slide to the left,  
Slide to the right  
Crisscross, crisscross  
Cha Cha real smooth

Beaudy, H., Jonhson F.L., & Uchida, K. (2000) *Cha Cha Slide: The Original Slide Album*. [CD]. USA: Universal Records.

# Activities For Gross Motor Skills Development

by  
Jodene L. Smith



## Abstract

*Activities For Gross Motor Skills Development* is a fully reproducible resource which explores the many ways young children can develop their gross motor skills. The activities within this resource provide a full body workout that allows students to build connections between their bodies and mind. The text is divided into a variety of movement explorations. The following topics are covered within this resource: Body Awareness, Motor Planning, Crossing the Midline, Tactile Awareness, Early Childhood Development, Gross Motor Skills Checklists, Spatial and Body Awareness, Locomotor Skills, Ball Skills, Equipment, Sensory Tables, Creative Play, Games, Obstacles, and Relays. These areas allow students to develop their gross motor skills.

## Review

Activity Examples: Spatial and Body Awareness:  
Creative Movement Page 53

Using self-made or store bought streamers, allow students to explore their movements while listening to a variety of music styles. Students are encouraged to adapt their movements to go along with the beats of the music. After some exploration, discuss with students how their movements changed with each music selection. The text also encourages such questions as: "How did they know how quickly or slowly to move?" and "Which kind of music did they like most?" This activity could also be extended by asking the students to create their own movements. The text provides some examples which will encourage and further develop the students' repertoire of movement. Examples: "Be a butterfly flying through the air.", "Be a bolt of lightning shooting down.", and "Be a wave crashing on the shore." These simple activities are sure to assist young students in building their spatial awareness and body connections.

# Myth Into Movement (Dance)

A Unit written for Grade 5 using the Ontario Curriculum  
Unit Planner 2.0



## Abstract

This unit allows students to explore and develop a creative movement presentation through the Ancient Chinese Myth of Yin Yang and P'Ku, using an original recording. By using the text as a springboard for interpretation, students will develop deeper understandings of ancient culture and how creation myths were used to specifically explain nature and its wonders.

## Review

Every time I have implemented this unit, I have clearly seen the positive impact it has had on deepening the understanding for junior level students of the ancient cultural practice of retelling myths. Students also gain better understanding as to why creation myths had such an impact on the cultural group that defined the myth. Students responded well to the learning strategies defined in the unit and the subtasks work well in sequence to smoothly take the students through the process of movement exploration, choreography and basic stagecraft. The unit and subtasks give students the opportunity to perform sequences in unison and as an ensemble to create their interpretation of the myth through dance.

When implementing this unit, I have found that depending on the background of the students, and the facility provided for exploration, some activities and the time frames given to subtasks need to be adapted because the process usually takes longer than suggested. Accompanying rubrics found in the appendices also support student assessment. The original accompaniment created as a resource to supplement the unit is very powerful and the students always enjoy listening to and exploring movement through the soundscape provided on the CD.

Many of the other units in this resource including the "*Sharing Turf*" unit written for Grade Eight, also provide great springboards for developing creative movement and original choreography with elementary and middle school students. In these units dance education is clearly defined as a separate entity from drama.

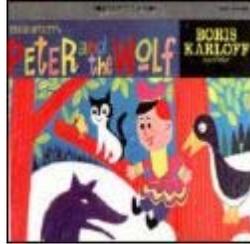
York Region District School Board Arts Team (2000) *The Arts: Drama and Dance Units*. Aurora, ON: York Region District School Board.

Resource Supplement:

Joudry, R. (2000). *The Ancient Civilizations [CD]* (original score). Aurora, ON: York Region District School Board.

# Peter and The Wolf

by  
Sergei Prokofiev



## Abstract

This is a musical composition by Sergei Prokofiev, written in 1936. It is a children's story (with both music and text by Prokofiev), spoken by a narrator accompanied by the orchestra. Each character in the story has a particular instrument and a musical theme:

- Bird: flute
- Duck: oboe
- Cat: clarinet
- Grandfather: bassoon
- Wolf: 3 French horns
- Hunters (gunshots): timpani and bass drum
- Peter: string instruments

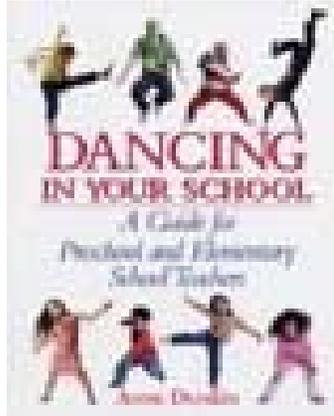
## Review

This is a wonderful resource for working with elementary students (ideally Grade 3-6), and helping them explore movement. Using this resource, teachers can integrate music curriculum expectations related to learning about the orchestra and allows students to explore movement dictated by the musical colour and theme of each character/instrument. After creating dance sequences for the character, either solo or in groups, student choreography can begin to be pulled together with the narrated story on the CD.

Karloff, R. Vienna State Orchestra (2006). *Peter and The Wolf by Sergei Prokofiev (1891-1953)*. On Peter and The Wolf [CD] Vienna: Artemis Classics

# Dancing In Your School: A Guide for Preschool and Elementary School Teachers

by  
A. Dunkin



## Abstract

70 + dance activities which give educators the tools to use dance in their classrooms, gyms, and playgrounds. Combining theory with practice, introductions to the history of dance education and to dance terminology provide the foundation for the lesson plans and activities tailored for physical education, kinesthetic learning, and arts education. Each lesson plan and activity can be customized to fit into any curriculum. This text includes extensive appendices on equipment and dance education networking resources.

## Review

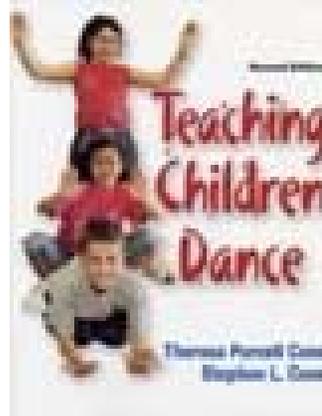
My students usually enjoy the activities and seem to acquire a deeper understanding of the elements of dance. The book itself is very user-friendly.

**Dunkin, A. (2006) *Dancing In Your School: A Guide for  
Preschool and Elementary School Teachers*. New Jersey:  
Princeton.**

**ISBN: 0871272857**

# Teaching Children Dance

by  
T.P. Cone & S. L. Cone



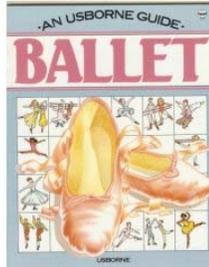
## Abstract

This resource contains a practical framework for teaching creative dance lessons to children in kindergarten to fifth grade. It combines essential dance content, focusing on the elements of dance, appropriate for an elementary-level program with detailed descriptions of strategies. There are 20 dance lessons included and it demonstrates how dance needs to be an integral part of children's education.

Cone, T. P., & Cone, S. L. (2005) *Teaching Children Dance* (2<sup>nd</sup> ed.). Illinois: Human Kinetics.  
ISBN-10: 0-7360-5090-6

# Ballet

by  
Annabel Thomas



## Abstract

This book informs beginners on the ballet techniques, proper dance clothes, and how to warm up. There are step-by-step illustrations in this book that give clear direction on how to achieve the look, feel and grace of a ballerina. This book also has a very comprehensive look at the history of ballet, its terms and various choreographers. It explores all aspects of ballet from the earliest origins to the current trends of ballet.

## Review

This is a great resource for the beginning dancer who has never been exposed to ballet. In my class we have been able to utilize the chapters on ballet terms, how to stand at the barre, the different arm and feet positions, the history of ballet, the great ballet stories, what to wear, how to warm up and belonging to a company. The students were able to see that the training is bearable and attainable with hard work. The students gain a much better understanding of ballet as an art form through this comprehensive resource rather than the appearance that ballet is for the elite. In our Ballet unit, the students were tested on many of these topics and were driven to investigate the art form further through the study of various famous ballet dancers and choreographers. Each student was responsible for doing a two page report on a Ballet Dancer/Choreographer and presenting to the class. Often times the students would create a Bristol board presentation with the information and use vocabulary and the knowledge attained from the use of this book in their presentations.

**Thomas, Annabel. (1992). *Ballet*. London, England:  
Usborne Publishing Ltd.**

# Dying to be Thin [Video Series]

by  
L. McPhee



## Abstract

This is an eight chapter video series. It examines the causes, symptoms, effects and treatment of Anorexia Nervosa and Bulimia in many aspects of life. It looks at how this disease affects people of all walks of life. Each of these videos is an hour long and look at the athlete, the dancer, the model, the disease, the treatment and the recovery. It is a very visual and comprehensive video series of issues that face our society around anorexia and bulimia.

## Preview

In my class we focused on only two videos of this video series: "Abnormally Thin" and "The Ballet World". It was used as a supplement to an activity in class in which we examine Eating Disorders. The students would be responsible for watching one of the above videos and writing down 10 facts that they did not know before. The emphasis was made on distinguishing facts from opinion and on discovering new information. The students were also to read three supporting articles and respond to questions. The questions included:

- What are 3 factors that contribute to an eating disorder
- Why are males so reluctant to get treatment
- Why is anorexia more common in females
- In one of the articles about a ballerina who suffers from anorexia, the students are to respond to who they think is responsible for her situation: the ballet company, society or the ballerina
- Write a response journal about the pressure to be thin as a teenager and as a dancer

The students were amazed at discovering the facts that they did from the video and from the articles.

McPhee, L. (Producer). (2000). *Dying to Be Thin*. [Video Series]. Boston, MA: Twin Cities Public Television Inc

# Dancemakers: Program 6 –David Earle. [Video Series].

by Dance Collection Danse



## Abstract

This video series profiles 6 prominent dance professionals in the Canadian Dance Community. These artists include: Danny Grossman, James Kudelka, Christopher House, Ginette Laurin, Constantine Patsalas and David Earle. Each of these 30 minute videos focuses on each artists' choreographic work while delving into the process of building their choreography. A teacher resource guide also accompanies the videos which can be used to develop further activities with your students such as examining the creative process, looking at the cultural/historical elements and developing a critical and responsive eye of the arts.

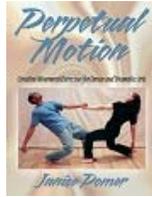
## Review

This has been a valuable tool in helping to open the minds of students who have never participated in creative dance to the more experienced dancer. It has helped to breakdown the choreographic process and make it more palatable for the non-dancers mind. Some of the activities in the resource guide may require more direction from the teacher but definitely focus on art appreciation. In watching the David Earle video, one of the activities that I used helped my students to focus on building a sense of community versus isolation. As a class we examined and discussed the movement and how the theme of the choreography was demonstrated through the use of movement. The students then took the theme of community and worked on building their own choreography under the theme of community and it really helped them to step away from building dances with no meaning to building dances that had a little more depth.

TVO Ontario (Producer). (1987). *Dancemakers: Program 6 – David Earle*. [Video Series]. Toronto, ON: TVO Ontario.

# Perpetual Motion: creative movement exercises for dance and dramatic arts

by Janice Pomer



## Abstract

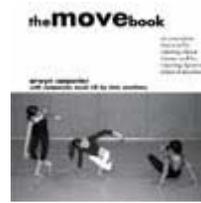
Janice Pomer's book contains many resourceful ideas that can be transferred into any dance classroom. Her exercises allow for creativity from improvisation to composition, and can be easily adapted or modified to become enhance both beginner and advanced dance environments. Each exercise helps students to build new vocabularies for movement and creation. The book follows a developmental pattern, with processes for both classroom work and detailed assignments. Teachers with little dance training will benefit from the clarified description in Pomer's resource, making it easy to use and comprehend. Teachers with an advanced background will love the methods of original ways of thinking and approaching movement. When using Pomer's book, your students will embark on a fun journey of discovery with the implementation of this resource in their dance environment.

## Review

When implementing this book into my classes, I find a very positive response and effect with my students. Introducing Modern into a Grade Nine class, I start at the beginning and use the first few exercises to facilitate experimentation with free moving. Eventually I begin group recipes, which allow the students to use their own interpretations of movements, space, shape and time and apply them to creating small sequences together. These exercises take them away from the structure they may have learned in their beginner techniques (such as Ballet and Jazz,) and engages them in the necessary processes for improvisation and composition. When applying this resource to my advanced classes, I take a different approach. I use the recipes - both group and solo - to create the same effect of creation and innovative thinking. I sometimes use Pomer's templates to create my own recipes, to enhance exactly what I want the students to encompass and grasp. The fuller assignments in the latter of the book are excellent resources for implementing other elements. Nature, meaning, text, etc. Using Pomer's book in your classroom, with a touch of your own personal teaching flare, will add a very rewarding experience for both you and your students.

Pomer, Janice. (2002). *Perpetual Motion: creative movement exercises for dance and dramatic arts*. Champaign, IL: Human Kinetics.

## MOVE (CD) by Chris Cathaway



### Abstract

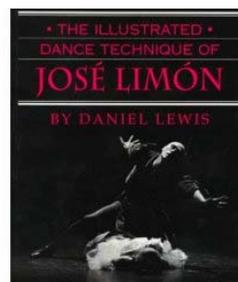
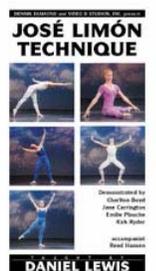
Chris Cathaway's compilation of music is the ideal resource for you Modern dance classroom. Whether for beginner or advanced dancers or teachers, this CD offers drum sequences that easily frame the integration of Modern exercises. The selections on this CD include a variety of tempos for different exercises and locomotor movements, as well as a variety of longer pieces that can be used for improvisation, composition and choreography. The sounds of the drums and other percussion instruments truly enhances the Modern environment of your class. It is the closest obtainable resource to live accompaniment.

### Review

In my dance space, I often use Chris Cathaway's wonderful resource, *Move*. I am able to follow his recommended use of music for particular exercises, or create my own to a variety of tempos and phrases. For traveling, there are choices of 3/4 and 4/4 continuous timings, making the instruction of movements and combinations comfortable. My students, from both beginning and advanced backgrounds, love and appreciate the sounds they are able to move and create to. An excellent, indispensable resource to enjoy.

This resource is created for use in a Limon modern technique class. If you are not familiar with this technique, or with modern dance in general, theMOVEbook is another excellent resource that goes hand-in-hand with Cathaway's MOVE CD. It contains a thorough guide to each exercises, and how it fits with the music.

Cathaway, Chris. ( 2001). *Move: music for modern dance and creative movement* (CD). Toronto: M4M.



## Abstract

Daniel Lewis, a former member of the José Limon Dance Company, teaches a full Limon technique modern class with four dancers demonstrating the movements. This DVD includes the floor and standing exercises, as well as locomotor and choreography sequences. An excellent resource for integrating Limon Modern Technique into your classrooms.

## Review

I use this DVD as a refresher for myself, to review the significant aspects of Limon technique. The DVD shows the exercises from a variety of angles, so that the full interpretation of the movement is made simple and attainable. To fully comprehend the quality of the aspects of Limon technique, I use this DVD with Daniel Lewis's book, *The Illustrated Dance Technique of José Limon*. I find Limon an excellent technique to use when integrating modern into a beginner or advanced classroom. The aspects of Limon technique are easily transferred into improvisation and composition, and I find they truly allow my students to find and admire new ways of moving and creating.

**Lewis, Daniel. (2005) *Limon Technique* (DVD). New York: VideoOD.**

# Elementary

## Extra Resources

### Books



Millar Grant, J. (1995). *Shake, Rattle & Learn: Classroom-tested ideas that use movement for active learning*. Markham, ON: Pembroke.  
ISBN: 1-55138-049-8

Millar Grant, J. (1991). *Moving Into Language Arts*.  
Richmond Hill, ON: Scholastic Canada Ltd.  
ISBN: 0-590-73463-6

Joyce, M. (1993) *First Steps to Creative Dance with Children*.  
Columbus, Ohio: McGraw-Hill.  
ISBN:1559341629

Mc-Greevy Nichols, S. & Scheff, H. (1995) *Building Dances, A Guide To Putting Movements Together*. Champaign, IL: Human Kinetics.

## School Board Resources



Jackson, C. (1999) *The Treasure Chest* (2<sup>nd</sup> ed.). Toronto, ON:  
Toronto District School Board.

York Region District School Board Curriculum & Instructional  
Services (2005). *The Teacher's Companion to Dance: Grades  
1-8*. Aurora, ON: York Region District School Board.

# Picture Books Relating to Dance



Andreae, G. (2002) *Giraffes Can't Dance*. Toronto: Scholastic.  
ISBN: 0439539471

Jonas, Ann (1989) *Color Dance*. Toronto: Harper Collins.  
ISBN: 0688059902

Jones, Bill T. & Kulkin, S. (1998) *Dance*. New York: Hyperion  
Books for Children.  
ISBN: 0786803622

Locker, T. (2003) *Cloud Dance*. Orlando, FL: Harcourt Inc.  
ISBN: 0152045961

Martin Jr., B. & Sampson, M. (2001) *Rock, sock it, number line*.  
New York: Henry Holt & Co.  
ISBN: 0805063048

## Websites



[www.theatrebooks.com/dance/childrens\\_dance\\_books.html](http://www.theatrebooks.com/dance/childrens_dance_books.html)

Link: Book Store

[www.danceontario.ca](http://www.danceontario.ca)

Link: Multiple venues and resources available

[www.mhc.ab.ca/library/webbysubject/Music%20and%20Dance.html](http://www.mhc.ab.ca/library/webbysubject/Music%20and%20Dance.html)

Link: Provides a variety of sites on dance and music

[www.dance-to-health-help-your-special-needs-child.com/dance-meditation.html](http://www.dance-to-health-help-your-special-needs-child.com/dance-meditation.html)

Link: Special Needs students and Dance

# Secondary

## Extra Resources

### Books



Clippinger, Karen. (2007). *Dance Anatomy and Kinesiology*. Champaign, IL: Human Kinetics.

Franklin, Eric.(1996) *Dance Imagery for Technique and Performance*. Champaign, IL: Human Kinetics.

Forsyth, Ana Marie. & Perces, Majorie B. (2006). *The Dance Technique of Lester Horton: an advanced beginners class*. Union, NJ: Dance Spotlight LLC.

Howard, P. (2005) *AQA GCSE Performing Arts: Dance Textbook*. UK: Philip Allan Updates.

Kassing, Gayle. & Jay, Danielle M. (1998). *Teaching Beginning Ballet Technique*. Champaign, IL: Human Kinetics.

McGreevy-Nichols, S. & Scheff, H. (1995) *Building Dances: A Guide to Putting Movements Together*. Champaign, IL: Human Kinetics.

Minton, Sandra Cerny. (2007). *Choreography: a basic approach using improvisation* (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics.

Smith-Autard. Jacqueline. (2004). *Dance Composition: a practical guide to creative success in dance making* (5<sup>th</sup> ed.). London: A & C Black.

Sofras, Pamela Anderson. (2006). *Dance Composition Basic: capturing the choreographer's craft*. Champaign, IL: Human Kinetics.

## Music

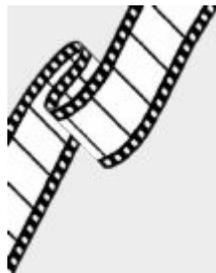


Bennet, Geoff. (2007) *Music for Bipedal Movement* (CD). Toronto: TTG Music.

Bennet, Geoff. *Next of Skin* (CD). Toronto: TTG Music.

Geddis, Erik. (2007). *Music for Ballet* (CD). Toronto: M4M.

## Videos

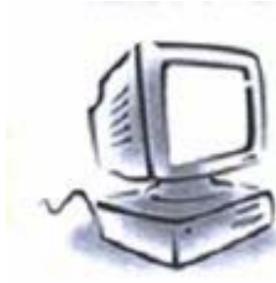


Davis Lacey, M. (Producer and Director). (2001, June 24). *Dance in America: Free to Dance*. [Television Broadcast]. PBS.

Venza, J. (Director). (1993). *Dancing Set*. [Videotape]. West Long Branch, NJ: Kultur Video.

Wyoma. (Director). (1997). *The Healing Art of Dance: Wyoma* [Videotape]. Boulder, CO: Sounds True, Inc.

# Websites



[www.artslynx.org](http://www.artslynx.org)

Link: Further dance resources.

[www.sasked.gov.sk.ca/curr\\_inst/iru/bibs/secartsed/t-dd.html](http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/secartsed/t-dd.html)

Link: Further dance resources with a strong Canadian focus.

[www.humankinetics.com](http://www.humankinetics.com)

Link: Dance books and videos.

[www.dancehorizons.com](http://www.dancehorizons.com)

Link: Dance books and videos.

[www.dcd.ca/general/collection.html](http://www.dcd.ca/general/collection.html)

Link: Dance Collection Danse