

Shannon Buck | Instructor Guide

Dance Vocabulary and Warmup Techniques



List of Required Supplies: Paper, pencils, cleaning supplies as needed

Space/Facility Requirements: Table space, floor space,

Student Time Required: Each session is 45 to 55 minutes

Required preparation before leading this curriculum:

Read and understand the dance vocabulary terminology. Be able to present and explain with examples as needed. Use Google and look for pictures and images that can be illustrated to go with the terms.

Warmup and cooldown techniques:

Have the ability to model and demonstrate each position. Explaining the purpose of the warmup and cooldown by giving examples and results. Explaining why stretching is important and not to be overlooked. Provide examples of guidelines. Perform and demonstrate sample stretching exercises and be able to explain the positioning and movements in detail.

If needed, watch YouTube videos on stretching and flexibility to get an overall understanding.

Shannon Buck | Evaluation Rubric

Oklahoma Academic Standards Addressed	Recommended Method of Assessing Student Progress	Notes for Instructor
D.PR.1 D.PR.2 D.PR.3 D.CR.1 D.CR.2 D.CR.3 D.RE.1 D.RE.2 D.RE.3 D.CN.1 D.CN.2	Give a pre-assessment test with the dance vocabulary words and have the students write their thoughts and definitions of what the word means to them.	Using this concept, students are giving the instructor firsthand knowledge of their interpretation on what they know and what they have not yet learned. It gives the instructor flexibility on what needs to be further addressed and reviewed.
D.PR.1 D.PR.2 D.PR.3 D.CR.1 D.CR.2 D.CR.3 D.RE.1 D.RE.2 D.RE.3 D.CN.1 D.CN.2	Give a post-assessment with the dance vocabulary words and have them identify on which the terminology they had gain a better understanding and how they can use it as a learning technique.	This will give the instructor the overall outcome the student has projected for this unit. It will show what areas are mastered and, if needed, what items need to have more review.
D.PR.1 D.PR.2 D.PR.3 D.CR.1 D.CR.2 D.CR.3 D.RE.1 D.RE.2 D.RE.3 D.CN.1 D.CN.2	As the beginning of the warmup and cooldown – ask questions like, “Why do you think a warm up is and why is it important?”	This enables the students to show that they are performing a higher level of thinking and expressing themselves as individuals.
D.PR.1 D.PR.2 D.PR.3 D.CR.1 D.CR.2 D.CR.3 D.RE.1 D.RE.2 D.RE.3 D.CN.1 D.CN.2	During the middle of the stretching and flexibility workout, ask students to demonstrate a certain stretch and explain how they perform it correctly.	This practical cross exam allows the instructor to view the ability of students to demonstrate a stretch, and it allows the instructor to assist as needed.

D.PR.1 D.PR.2 D.PR.3 D.CR.1 D.CR.2 D.CR.3 D.RE.1 D.RE.2 D.RE.3 D.CN.1 D.CN.2	For the post-assessment of the warmup and cooldown, allow students to put together a quick section with the moves they have learned.	This assessment provides the instructor a more detailed view on how students interpret the moves and how they understand the lesson.
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Note: Student progress can be measured in both summative and formative ways.

Formative assessment methods measure learning in an ongoing way, through daily or regular reflection or observation. This type of learning assessment can be used to make adjustments to instruction method as a class goes along. Methods of formative assessment can include student journals and observations, informal questions and answers, student work samples, and more.

Summative assessment measures the total learning that has taken place over a course, and can be used to compare student knowledge, behavior, and/or skills at the end of a course with that same student's knowledge, behavior, and/or skills before the class began. Methods of summative assessment include pre- and post-tests, end-of-session exams, final projects, and more.

