

## Broadway Jazz Lesson Plan

**Subject(s):** Styles of Dance

**Grade(s):** 9, 10, 11, 12

**Teacher(s):** Karis Bongiolatti

**School:** Waterbury Arts Magnet School

UNIT: Broadway Jazz LESSON #: 4		TITLE: Cool → West Side Story	DATE: 2/24/25 and 2/26/25
<ul style="list-style-type: none"><li>● <b>Common Core Learning Standard(s) Addressed:</b></li><li>● <b>National Core Arts Standards:</b> DA:Cr1.1.1, DA:Cn11.1.1, and DA:Pr5.1.1</li><li>● <b>Webb’s Depth of Knowledge Levels:</b> <b>DOK 1:</b> <u>Draw</u> clues and details from <i>Cool</i> when creating your movement phrase. <u>Recall</u> the vocab terms. <u>Use</u> past across the floor technique exercises to build their choreography. <b>DOK 2:</b> <u>Compare</u> the difference between a jazz pirouette and a ballet pirouette. <u>Construct</u> a choreographic phrase. <u>Collect</u> steps and technique from <i>Cool</i> and <u>display</u> this content in your choreography. <b>DOK 3:</b> <u>Compare</u> your choreography to <i>Cool’s</i> choreography. <u>Revise</u> your work as needed. <u>Cite evidence</u>, writing down what pieces of the video you used. <b>DOK 4:</b> <u>Connect</u> your created work to the characteristics of Broadway Jazz dance. <u>Create</u> a minute long movement phrase drawing inspiration from <i>Cool</i> from <i>West Side Story</i>. <u>Analyze</u> the video to determine what aspects you want to use in your movement phrase.</li></ul>			
<ul style="list-style-type: none"><li>● Essential Questions (applying DoK verbiage):<ul style="list-style-type: none"><li>○ <u>Recall</u> the vocab terms.</li><li>○ <u>Collect</u> steps and technique from <i>Cool</i> and <u>display</u> this content in your choreography.</li><li>○ <u>Revise</u> your work as needed.</li><li>○ <u>Analyze</u> the video to determine what aspects you want to use in your movement phrase.</li></ul></li></ul>			
<ul style="list-style-type: none"><li>● Objective(s): (<i>What will students know &amp; be able to do as a result of this lesson?</i>)<ul style="list-style-type: none"><li>○ Students will be able to work collaboratively with their partners to create a Broadway Jazz movement phrase.</li><li>○ Students will be able to draw material from the dance scene, <i>Cool</i> from <i>West Side Story</i>.</li></ul></li></ul>		<b>Student-friendly translation</b> <ul style="list-style-type: none"><li>● I can work collaboratively with my partners to create a Broadway Jazz movement phrase.</li><li>● I can draw material from the dance scene, <i>Cool</i> from <i>West Side Story</i>.</li></ul>	
<ul style="list-style-type: none"><li>● Career Skills: (<i>How do class tasks relate to life skills and career opportunities?</i>)<ul style="list-style-type: none"><li>○ Note taking</li><li>○ Time management</li><li>○ Organization</li><li>○ Performance skills</li><li>○ Active listening</li><li>○ Respect for the teacher and their peers</li><li>○ Self-awareness</li><li>○ Creativity</li><li>○ Analysis</li></ul></li></ul>			

<ul style="list-style-type: none"> <li>● <b>Assessment Criteria for Success:</b> <i>(How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)</i> <ul style="list-style-type: none"> <li>○ Vocab quiz <ul style="list-style-type: none"> <li>■ Points out of 10</li> </ul> </li> <li>○ Participation/effort 1-3 scale <ul style="list-style-type: none"> <li>■ Students receive a 0 for not participating</li> <li>■ 1 → barely participating and showing little effort in both the PowerPoint/notes and the kinesthetic portion of the class.</li> <li>■ 2 → partially participating, doing their best, but not going above and beyond.</li> <li>■ 3 → fully participating in class discussion, actively taking notes, exceeding in the across the floor</li> </ul> </li> </ul> </li> </ul>	<p><b>Student-friendly translation</b></p> <ul style="list-style-type: none"> <li>● I can complete the vocab quiz.</li> <li>● I can participate in class discussion.</li> <li>● I can participate in the across exercises.</li> <li>● I can give my best effort when working in groups to create using <i>Cool from West Side Story</i> as a guide.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Activities/Tasks:</b> <i>(What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Consider incorporating a writing element into your lesson, using chart paper, or an entry/exit slip.)</i></li> </ul> <p><b>2A Styles of Dance</b> Time: <b>87 minutes</b></p> <p>Changing time: 4 minutes</p> <p>Do Now: 7 minutes</p> <ul style="list-style-type: none"> <li>● On the board <ul style="list-style-type: none"> <li>■ Practice the vocab from last class using the poster</li> </ul> </li> </ul> <p>Introduction to Broadway Jazz: 5 minutes</p> <ul style="list-style-type: none"> <li>● PowerPoint <ul style="list-style-type: none"> <li>○ <b>ON DAY 2: Vocab quiz!</b></li> </ul> </li> <li>● Link: <a href="https://docs.google.com/presentation/d/1PuQSj_aD2vJP4_Mlz6WYymTa_GKPaiOJ/edit?usp=sharing&amp;oid=117200733737207872773&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1PuQSj_aD2vJP4_Mlz6WYymTa_GKPaiOJ/edit?usp=sharing&amp;oid=117200733737207872773&amp;rtpof=true&amp;sd=true</a></li> </ul> <p>Warm up: 10 minutes</p> <ul style="list-style-type: none"> <li>● Start standing <ul style="list-style-type: none"> <li>○ head isolations</li> <li>○ shoulder rolls</li> <li>○ Reaches</li> <li>○ chest isolations</li> <li>○ hip isolations</li> <li>○ standing stretch</li> </ul> </li> <li>● Lunges <ul style="list-style-type: none"> <li>○ R &amp; L</li> <li>○ pigeon pose</li> </ul> </li> <li>● Pirouette drill <ul style="list-style-type: none"> <li>○ 4 passe balances</li> <li>○ 4 quarter turns</li> <li>○ 4 half turns</li> <li>○ 4 single turns</li> </ul> </li> </ul>	

## Lesson 4

- 2 how ever many you can do

### Across the floor: 20 minutes

- Battements
  - 2 straight leg (forwards)
  - Rock R, rock L, fan kick R
  - Rock L, rock R, fan kick L
- Kick variations
  - Step, step, hitch kick
  - Step, step, layout
- Chasse
  - Combination → Front, front side and back
- Chaines
  - R & L
- Leaps
  - Chasse, step, leap
  - Chasse, step, stag leap
- Pas de bourrees
  - Passe balance
  - Single pirouettes
- Jazz walk across

### Center: 35 minutes

- Show the video *Cool* from *West Side Story*.
- PowerPoint slides with assigned group members (groups of 3)
- Handout assignment written on a paper (include guidelines on PowerPoint)
  - Link: [https://docs.google.com/document/d/1fcCtk\\_fWkW7tiIPGcEqiMFBAWowejRsOALtNn1-Ep3Q/edit?usp=sharing](https://docs.google.com/document/d/1fcCtk_fWkW7tiIPGcEqiMFBAWowejRsOALtNn1-Ep3Q/edit?usp=sharing)
- Give time to begin working on the final creative project for this unit.

### Closure: 10 minutes

- Cool Down:
  - In the center for a short stretch and reflect on class/personal growth and set an intention for the rest of the day.
- Have dancers answer a small questionnaire about their creative process/and vocab used in their creative work.
- Link: <https://docs.google.com/document/d/1CinEoxmUvgOnRcbsEtTjr34EMr6wSF8t3W9L2WNTOms/edit?usp=sharing>

### Get changed: 4 minutes

### Homework: None

- Resources/Materials: (*What texts, digital resources, & materials will be used in this lesson? Include music tracks.* )
- Technology:
  - My Computer

## Lesson 4

<ul style="list-style-type: none"><li>○ My Phone</li><li>○ TV/Monitor</li><li>○ Youtube</li><li>○ Powerpoint</li><li>○ Spotify</li><li>○ Sound System</li></ul> <ul style="list-style-type: none"><li>● Other Materials:<ul style="list-style-type: none"><li>○ Paper</li><li>○ Pencils</li><li>○ Exit Slip Questionnaire</li><li>○ Vocab Quiz</li><li>○ Creative Project Outline</li></ul></li></ul>
<ul style="list-style-type: none"><li>● Access for All: <i>(How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity?)</i><ul style="list-style-type: none"><li>○ Emotional and Behavioral Challenges: Writing the order of class on the board allows for students to have access to an order and makes the lesson's progression transparent. If there are any questions on what is being learned and how we are transitioning between two ideas, students are able to view the board and ask ahead of time.</li><li>○ ENL Scholars &amp; Students w/ an IEP: The use of photos for students with an IEP, visual learners, and those learning English will create an additional support in concepts learned in the unit.</li><li>○ ENL Students: if needed, the teacher will embody dance-specific vocabulary words, touch body parts when addressing them, and point in directions when verbalizing them.</li><li>○ ADD &amp; ADHD Students may take on additional tasks during class, assisting the teacher with music or taking notes.</li></ul></li></ul>
<ul style="list-style-type: none"><li>● Modifications/Accommodations: <i>(What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible?)</i><ul style="list-style-type: none"><li>○ ADD/ADHD: Provide visuals to support auditory presentations. Offer models or model movements. Write the agenda on the board to keep these students on task and organized.</li><li>○ Specific Learning Disabilities: Simplify test wording, offer modified tests, rephrase directions if needed.</li></ul></li></ul>
<ul style="list-style-type: none"><li>● Use of Technology:<ul style="list-style-type: none"><li>○ My Computer</li><li>○ My Phone</li><li>○ TV/Monitor</li><li>○ Youtube</li><li>○ Powerpoint</li><li>○ Spotify</li><li>○ Sound System</li></ul></li></ul>
<ul style="list-style-type: none"><li>● Extended Activities (for gifted and talented or exceptional students):<ul style="list-style-type: none"><li>○ Alternate activities that build upon the original.<ul style="list-style-type: none"><li>■ Using releve, turning, pas de bourrées, 3 or more pirouettes, separate across the floor exercises based on a leveling/skill system</li></ul></li></ul></li></ul>