

Dance

Grades 6-12



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Dance 6-12 Cover Document

Nutrition for Dancers Packet



Dance Medicine Workshop: Nutrition for
Dancers

By: Danielle Mach, MS, RDN, LDN, ACSM EP-C

Objectives

- To gain overall nutritional knowledge of relationship of nutrition to dancing.
- Understand the associations of nutrition with body image, injuries and hydration and how it impacts performance
- Learn how to put together a quick and healthy snack
- Learn the importance of planning ahead for fueling and performance success

Body Image and Nutrition

DANCE



-
- Schools of Thought
- Thin, lean physique = better dancer
- Thinner doesn't always mean better performance
-

Nutrition

- **Purpose:** to give you energy to successfully get through your workouts without injury and help you recover in between workouts
- Advocates for Body Diversity and Positive Body Image



- Jenifer Ringer
 - Ebony Williams
 - Misty Copeland



Metabolic Demands

- A dancer can burn between 500-600 calories in a 90 minute dance session
- How long are your dance sessions? How many sessions do you complete in a week?
- What other types of exercise are you doing in a day?
- Dancing provides cardio as well as strength work which puts added stress on the body contributing to inflammation
- After your dance sessions, the goal should be to decrease inflammation for proper recovery to prevent any future injury
- What can help decrease inflammation?

Injuries and Nutrition

- Bone stress injuries are amongst the highest in runners and dancers
- Risk of developing a bone stress fracture or stress reaction is highest when body weight is low, bone density is low, caloric intake is low and exercise is high (>12hr/week)
- In one study, 46% of participants experienced a bone stress injury when all of the above risks were present



Hydration for Dancers

- Avoid losing >2% body weight lost from sweat
 - More than 2% lost can result in early fatigue, CV stress, inc risk of heat illness, and poor performance



- What do I drink and when?
- Short duration (<60min) = water
- Moderate to high intensity >60min = sports drinks with 6-8% carbohydrate solution i.e. Gatorade
- Eat salty foods prior if you know you're a salty sweater
- Rehydrate enough to replenish all your sweat losses

Hydration for Dancers (cont'd)

- How can you know if you lose 2% of your body weight in sweat?
- Weigh yourself before and after a workout
- i.e. 120lb person loses more than 2lbs during a workout session = >2% loss of body weight
- How do you know how much is enough "to replenish sweat losses?"
- For every pound lost, drink 16-24oz of fluid to replenish fluid

Fueling Strategies for Dancers

- What obstacles do you face when trying to eat during the day?
- What are some major barriers to eating consistently during the day?
- Healthy Snacking
- Eating every 2-3 hours helps maintain energy levels
- Plan snacks ahead of time and keep them in your bag for easy access when you're in a rush
- A winning snack includes carbohydrates and protein
- Fruit with nut butter or handful of nuts



-
- Carrots with hummus
- Protein bar
- Energy bites

Snack Time: Energy Bites

- These energy bites are a great way to fuel on the go and be satisfied. They are also really easy to make and can make a lot at one time. Portion them out in sandwich bags and you'll be set for the week!
- Ingredients:
- Nut or seed butter = healthy fats and protein
- Oatmeal = whole grains and fiber
- Dried fruit = antioxidant rich
- Honey = natural sweetener that contains B vitamins
- Dark chocolate chips = antioxidant rich
- Flaxseed = omega 3 fatty acids (anti-inflammatory)

Practice Planning

- Let's practice planning a day
- Step 1: Pick a day...maybe it's your busiest day of the week?
- Step 2: Write down activities you do during the day in each time slot
- Step 3: Identify times where you can fit in food
- Step 4: Write down meals, snacks, and hydration



Conclusion

- Depending on the hours committed to dancing, metabolic demands can become very high and more food is needed to fuel and recover from workouts throughout the day
- It is important to hydrate and eat throughout the day to maintain energy levels, properly recover and reduce risk of injury
- Winning snacks include both carbohydrates and protein
- Plan out your snacks and pack them with you for easy access to consistent fuel

Name _____ Hour _____ Day _____

Daily Meal Plan

Create a daily meal plan for breakfast, lunch dinner and two snacks. Include the amount of water you will drink with each meal or snack to add up to the amount of water you should be drinking for your body weight. Include the number of calories and protein in each food item. Ensure that you eat a minimum of 50 grams of protein and 2000 calories per day. Include the times you will have each meal and snack. You must eat all meals and snacks within 12 hours. If you have breakfast at 8 AM you must have consumed your final meal or dinner by 8PM.

Meals	Plant Based Whole Foods	Data
Breakfast		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Lunch		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Dinner		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____

Total water consumed for the day = _____ lb / 2 = _____ oz

Total protein consumed for the day _____ grams

Total calories consumed for the day _____

What did you do for exercise? _____

How long did you participate in this exercise activity? _____



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/14/20 to 4/17/20

Directions: Students will learn the definition of nutrition and why it is important to dance. Students will create a list of healthy foods based upon the provided pyramid and use the foods to create a one-week meal plan. Students will choose one day and take pictures/video of what they made and ate for the day and submit it.

Target Standard(s): ART.D.V.8.1, ART.D.V.8.2, ART.D.V.8.3, ART.D.V.HS.2

Project Topic: Plant Based Whole foods list, Meal Prep & Plan
Nutrition for Dancers.

Lesson

Objective	Students will learn the definition of nutrition and why it is important to dance. In this lesson you will gain overall nutritional knowledge and learn how nutrition relates to dance. Understand the associations of nutrition with body image, injuries and hydration and how it impacts performance.
Video Link	Nutrition for Dancers Packet
Guided Practice	Nutrition is the process of providing or obtaining the food necessary for health and growth. Read the presentation nutrition for dancers.
Closing	-Define nutrition -Define healthy -What snacks did you eat today? Was it healthy or nutritious?
Extend	Interview your family members: What did they eat today? Would it be considered nutritious?

Grades 9-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Weeks of 04/14/20 – 04/17/20

Directions: During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...
In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.

Target Standard(s) ART.D.I.HS.1
ART.D.I.HS.3
ART.D.I.HS.4
ART.D.I.HS.5
ART.D.III.HS.1
ART.D.IV.HS.1
ART.D.V.HS.1

Project How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History

Topic Dance Performance Critique
Dance Technique, Terminology, & History

Materials Needed: High School Dance Cover Document
[Alvin Ailey - Revelations](https://www.youtube.com/watch?v=RrPJ4kt3a64&feature=youtu.be)
<https://www.youtube.com/watch?v=RrPJ4kt3a64&feature=youtu.be>

Resources:

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXFdJqkTVGI>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Daily Fluency Practice

Dance Fluencies:

<p><u>Dance Technique & Practice:</u></p> <p>All Students are expected to continue to review the following on a Daily basis:</p> <ul style="list-style-type: none"> - Roll-ups - Coccyx Balance - Roll Downs - Plies - Tendus - Degages - Battements - Pirouettes - Jumps - Flat Backs - Laterals Stretches - Primitive Squats 	<p><u>Dance Information & Terminology:</u></p> <p>All Students are expected to continue to review the following on a Weekly basis:</p> <ul style="list-style-type: none"> - Locomotor Movements - Non - locomotor Movements - Basic Body Directions - Body Levels - Stage Directions - Feet Positions - Arm Positions - Ballet Terminology - Muscular System - Skeletal System - Fitness Terminology - Ballet Positions - History of Modern Dance - History of Ballet
--	---

Lesson

Objective	During the course of this project, Students will learn how to properly Critique Dance Performances
Video Link	Alvin Ailey - Revelations https://youtu.be/RrPJ4kt3a64
Guided Practice	Students will begin this project by watching Alvin Ailey's "Revelations". Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Student will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...
Closing	What message do you believe Alvin Ailey was trying to convey when he choreographed "Revelations"? Do you feel that he succeeded??
Extend	Watch "Revelations" with your family. Have a discussion with your family about everyone's perception of the piece.



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/20/20 to 4/24/20

Directions: Students will learn the definition of nutrition and why it is important to dance. Students will create a list of healthy foods based upon the provided pyramid and use the foods to create a one-week meal plan. Students will choose one day and take pictures/video of what they made and ate for the day and submit it.

Target Standard(s): ART.D.V.8.1, ART.D.V.8.2, ART.D.V.8.3, ART.D.V.HS.2

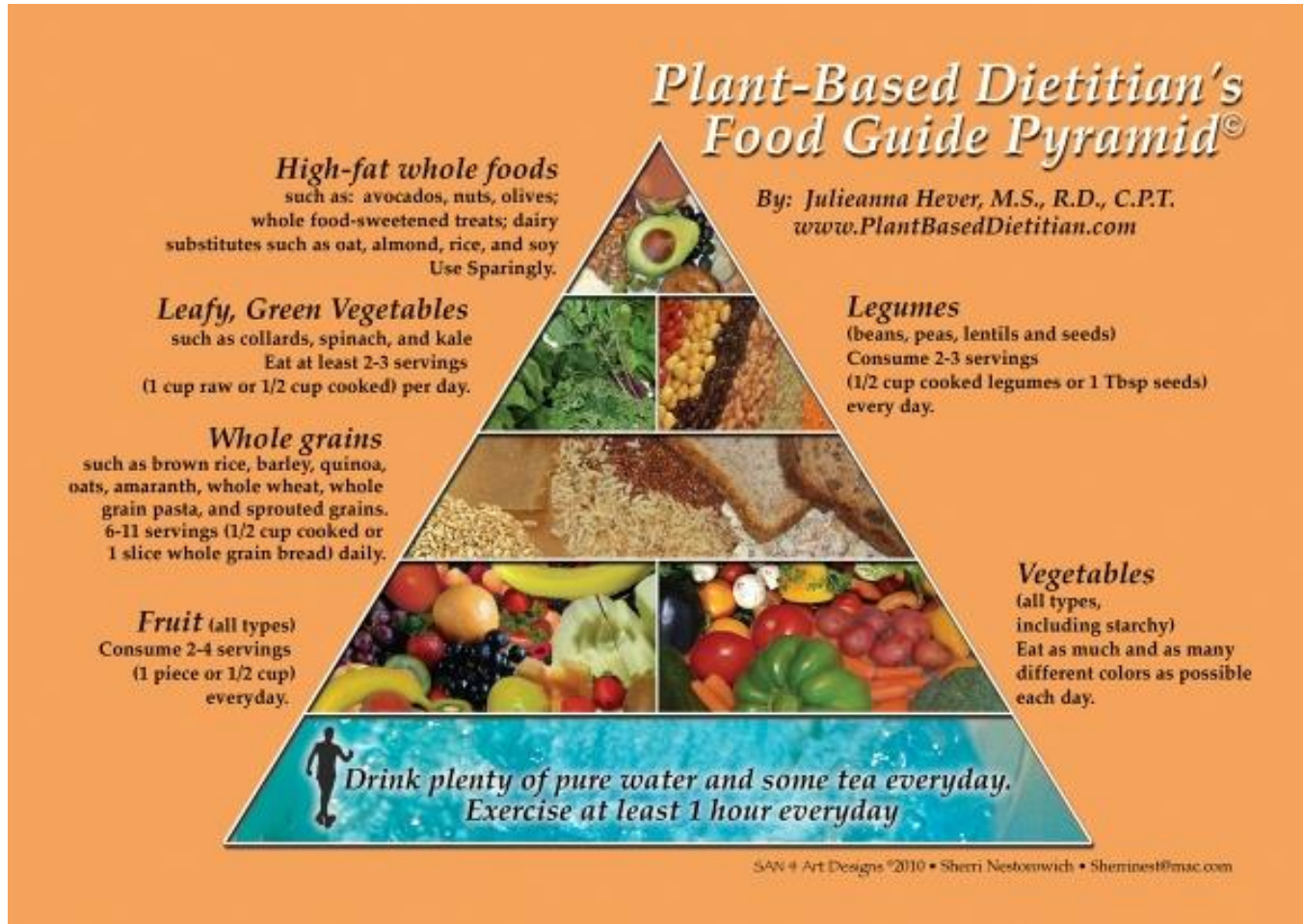
Project Topic: Plant Based Whole foods list, Meal Prep & Plan
Nutrition for Dancers

Materials: Daily Meal Plan Worksheet
Nutrition for Dancers Packet

Lesson

Objective	In this lesson you will learn how to analyze the food pyramid.
Video Link	https://youtu.be/Ts0dOv5GItk
Guided Practice	Use the provided food pyramid to create a list of 50 nutritious whole foods. No processed foods may be included in the list. What are whole foods? What are processed foods? Give an example of processed food you eat regularly. We should drink half our body weight in ounces of water per day. Ex: body weight 160lbs / 2 = 80 oz. Create a formula for the amount of water you should be consuming per day.
Closing	What activity did you or will you do for your 1 hour of exercise?
Extend	How many whole foods have you eaten today? What processed foods have you eaten this week?

Resources:



Grades 9-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 04/20/20 – 04/24/20

Directions: During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...
In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.

Target Standard(s) ART.D.I.HS.1
ART.D1.HS.3
ART.D.1.HS.4
ART.D.1.HS.5
ART.D.III.HS.1
ART.D.IV.HS.1
ART.D.V.HS.1

Project How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History

Topic Dance Performance Critique
Dance Technique, Terminology, & History

Materials Needed: High School Dance Cover Document
[Alvin Ailey - Revelations](https://www.youtube.com/watch?v=RrPJ4kt3a64&feature=youtu.be)
<https://www.youtube.com/watch?v=RrPJ4kt3a64&feature=youtu.be>

Resources:

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXFdJqkTVGI>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Daily Fluency Practice

<p>Dance Technique & Practice: All Students are expected to continue to review the following on a Daily basis:</p> <ul style="list-style-type: none"> • Roll-ups • Coccyx Balance • Roll Downs • Plies • Tendus • Degages • Battements • Pirouettes • Jumps • Flat Backs • Laterals Stretches • Primitive Squats 	<p>Dance Information & Terminology: All Students are expected to continue to review the following on a Weekly basis:</p> <ul style="list-style-type: none"> - Locomotor Movements - Non - locomotor Movements - Basic Body Directions - Body Levels - Stage Directions - Feet Positions - Arm Positions - Ballet Terminology - Muscular System - Skeletal System - Fitness Terminology - Ballet Positions - History of Modern Dance - History of Ballet
--	---

Lesson

Objective	During the course of this project, Students will learn how to properly Critique Dance Performances
Video Link	Dance Theatre of Harlem – Fall River Legend https://youtu.be/naGMJ6U0Hjo
Guided Practice	Students will begin this project by watching Dance Theatre of Harlem perform “Fall River Legend”, choreographed by Agnes de Mille. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Student will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Refer to High School Dance Cover Document
Closing	What message do you believe that Agnes de Mille was trying to convey when he choreographed “Fall River Legend”? Do you feel that he succeeded??
Extend	Watch “Fall River Legend” with your family. Have a discussion with your family about everyone's perception of the piece.



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/27/20 to 5/1/20

Directions: Students will learn the definition of nutrition and why it is important to dance. Students will create a list of healthy foods based upon the provided pyramid and use the foods to create a one-week meal plan. Students will choose one day and take pictures/video of what they made and ate for the day and submit it.

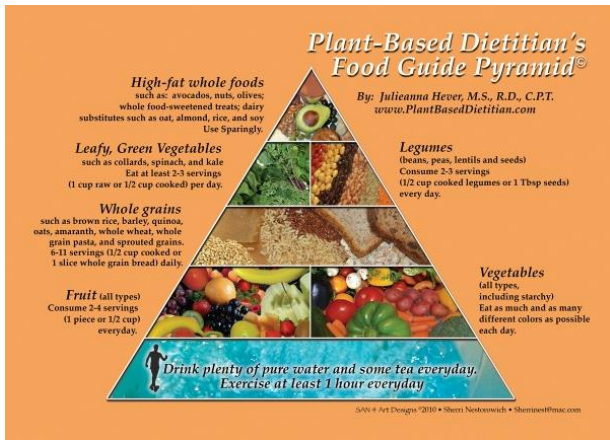
Target Standard(s): ART.D.V.8.1, ART.D.V.8.2, ART.D.V.8.3, ART.D.V.HS.2

Project Topic: Plant Based Whole foods list, Meal Prep & Plan
Nutrition for Dancers

Materials Needed: Daily Meal Plan Worksheet
Nutrition for Dancers Packet

Lesson

Objective	You will define calories and know the number of calories the average person should consume per day.
Video Link	https://youtu.be/VEQaH4LruUo https://youtu.be/A7mMyv3mCJc
Guided Practice	Define the word calorie. One calorie equals the amount of _____ it takes to increase _____ by _____. How many calories should the average woman consume per day? How many calories should the average man consume per day? Name three variables that could change the average number of calories one should consume.
Closing	Add the number of calories per gram to each food item on your whole foods list.
Extend	How many calories have you consumed today? How many calories have you burned today? Is there a calorie deficit, calorie surplus, or balance?



Daily Meal Plan

Create a daily meal plan for breakfast, lunch dinner and two snacks. Include the amount of water you will drink with each meal or snack to add up to the amount of water you should be drinking for your body weight. Include the number of calories and protein in each food item. Ensure that you eat a minimum of 50 grams of protein and 2000 calories per day. Include the times you will have each meal and snack. You must eat all meals and snacks within 12 hours. If you have breakfast at 8 AM you must have consumed your final meal or dinner by 8PM.

Meals	Plant Based Whole Foods	Data
Breakfast		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Lunch		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Dinner		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____

Total water consumed for the day = _____ lb / 2 = _____ oz

Total protein consumed for the day _____ grams

Total calories consumed for the day _____

What did you do for exercise? _____

How long did you participate in this exercise activity? _____

Grades 9-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 04/27/20 – 05/01/20

Directions: During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...
In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.

Target Standard(s) ART.D.I.HS.1
ART.D1.HS.3
ART.D.1.HS.4
ART.D.1.HS.5
ART.D.III.HS.1
ART.D.IV.HS.1
ART.D.V.HS.1

Project How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History

Topic Dance Performance Critique
Dance Technique, Terminology, & History

Materials Needed: High School Dance Cover Document
Video Links
[Bill T. Jones – D-Man In the Waters](https://www.youtube.com/watch?v=VgXiwkqJnE&feature=youtu.be)
<https://www.youtube.com/watch?v=VgXiwkqJnE&feature=youtu.be>

Resources:

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXFdJqkTVGI>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Daily Fluency Practice

<p>Dance Technique & Practice: All Students are expected to continue to review the following on a Daily basis:</p> <ul style="list-style-type: none"> • Roll-ups • Coccyx Balance • Roll Downs • Plies • Tendus • Degages • Battements • Pirouettes • Jumps • Flat Backs • Laterals Stretches • Primitive Squats 	<p>Dance Information & Terminology: All Students are expected to continue to review the following on a Weekly basis:</p> <ul style="list-style-type: none"> - Locomotor Movements - Non - locomotor Movements - Basic Body Directions - Body Levels - Stage Directions - Feet Positions - Arm Positions - Ballet Terminology - Muscular System - Skeletal System - Fitness Terminology - Ballet Positions - History of Modern Dance - History of Ballet
---	--

Lesson

Objective	During the course of this project, Students will learn how to properly Critique Dance Performances
Video Link	Bill T. Jones – D-Man In the Waters https://youtu.be/VgXiwkqaJnE
Guided Practice	Students will begin this project by watching Bill T. Jone's "D-Man in The Waters". Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Student will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Use the Dance Critique Guidelines in the High School Dance Cover Document
Closing	What message do you believe that Bill T. Jones was trying to convey when he choreographed "D-Man in The Waters"? Do you feel that he succeeded??
Extend	Watch "D-Man in The Waters" with your family. Have a discussion with your family about everyone's perception of the piece.



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/4/20 to 5/8/20

- Directions:** Students will learn the definition of nutrition and why it is important to dance. Students will create a list of healthy foods based upon the provided pyramid and use the foods to create a one-week meal plan. Students will choose one day and take pictures/video of what they made and ate for the day and submit it.
- Target Standard(s):** ART.D.V.8.1, ART.D.V.8.2, ART.D.V.8.3, ART.D.V.HS.2
- Project Topic:** Plant Based Whole foods list, Meal Prep & Plan
Nutrition for Dancers
- Materials:** Daily Meal Plan Worksheet
Nutrition for Dancers Packet

Lesson

Objective	Learn the importance of protein rich foods for active people.
Video Link	https://youtu.be/aWM_FgJ4a34
Guided Practice	Define the word protein. List 25 protein rich whole plant-based foods. How many calories per gram are in each of the foods listed? How many calories are one gram of protein?
Closing	How much water in ounces have you drank today?
Extend	What protein rich foods have you consumed this week?



Daily Meal Plan

Create a daily meal plan for breakfast, lunch dinner and two snacks. Include the amount of water you will drink with each meal or snack to add up to the amount of water you should be drinking for your body weight. Include the number of calories and protein in each food item. Ensure that you eat a minimum of 50 grams of protein and 2000 calories per day. Include the times you will have each meal and snack. You must eat all meals and snacks within 12 hours. If you have breakfast at 8 AM you must have consumed your final meal or dinner by 8PM.

Meals	Plant Based Whole Foods	Data
Breakfast		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Lunch		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Dinner		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____

Total water consumed for the day = _____ lb / 2 = _____ oz

Total protein consumed for the day _____ grams

Total calories consumed for the day _____

What did you do for exercise? _____

How long did you participate in this exercise activity? _____



Grades 9-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 05/04/20 – 05/08/20

Directions: During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...

In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.

Target Standard(s) ART.D.I.HS.1, ART.D1.HS.3, ART.D.1.HS.4, ART.D.1.HS.5, ART.D.III.HS.1,

Project ART.D.IV.HS.1, ART.D.V.HS.1

Topic How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History
Dance Performance Critique

Materials Dance Technique, Terminology, & History

Needed: High School Dance Cover Document

Lula Washington - Reign
<https://youtu.be/5QJevlxIVw4>

Daily Fluency Practice

Dance Technique & Practice:	Dance Information & Terminology:
All Students are expected to continue to review the following on a Daily basis:	All Students are expected to continue to review the following on a Weekly basis:
<ul style="list-style-type: none"> • Roll-ups • Coccyx Balance • Roll Downs • Plies • Tendus • Degages • Battements • Pirouettes • Jumps • Flat Backs • Laterals Stretches • Primitive Squats 	<ul style="list-style-type: none"> - Locomotor Movements - Non - locomotor Movements - Basic Body Directions - Body Levels - Stage Directions - Feet Positions - Arm Positions - Ballet Terminology - Muscular System - Skeletal System - Fitness Terminology - Ballet Positions - History of Modern Dance - History of Ballet

Resources:

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXfdJqkTVGJ>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Lesson

Objective	During the course of this project, Students will learn how to properly Critique Dance Performances
Video Link	Lula Washington - Reign https://youtu.be/5QJevlxIVw4
Guided Practice	Students will begin this project by watching Lula Washington Dance Theatre perform "Reign", choreographed by Rennie Harris. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Student will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Refer to High School Dance Cover Document
Closing	What message do you believe that Rennie Harris was trying to convey when he choreographed "Reign"? Do you feel that he succeeded??
Extend	Watch "Reign" with your family. Have a discussion with your family about everyone's perception of the piece.



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/11/20 to 5/15/20

Directions: Students will learn the definition of nutrition and why it is important to dance. Students will create a list of healthy foods based upon the provided pyramid and use the foods to create a one-week meal plan. Students will choose one day and take pictures/video of what they made and ate for the day and submit it.

Standards: ART.D.V.8.1, ART.D.V.8.2, ART.D.V.8.3, ART.D.V.HS.2

Project Topic: Plant Based Whole foods list, Meal Prep & Plan
Nutrition for Dancers

Materials Daily Meal Plan Worksheet

Needed: Nutrition for Dancers Packet

Lesson

Objective	Complete the whole foods plant-based meal prep worksheet. Complete one work sheet for each day of the week.
Resource	Daily Meal Plan Worksheet
Guided Practice	Create a daily meal plan for breakfast, lunch dinner and two snacks. Include the amount of water you will drink with each meal or snack to add up to the amount of water you should be drinking for your body weight. Include the number of calories and protein in each food item. Ensure that you eat a minimum of 50 grams of protein and 2000 calories per day. Include the times you will have each meal. Students must consume all meals and snacks within 12 hours. If you have breakfast at 8 AM you must have consumed your final meal or dinner by 8PM.
Closing	Choose one day and take pictures/video of what was made and ate.
Extend	Work with you parent/guardian to create a grocery list including 5 plant-based whole foods.

Name _____ Hour _____ Day _____

Daily Meal Plan

Create a daily meal plan for breakfast, lunch dinner and two snacks. Include the amount of water you will drink with each meal or snack to add up to the amount of water you should be drinking for your body weight. Include the number of calories and protein in each food item. Ensure that you eat a minimum of 50 grams of protein and 2000 calories per day. Include the times you will have each meal and snack. You must eat all meals and snacks within 12 hours. If you have breakfast at 8 AM you must have consumed your final meal or dinner by 8PM.

Meals	Plant Based Whole Foods	Data
Breakfast		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Lunch		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Snack		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____
Dinner		Time _____ AM or PM Water _____ oz Protein _____ grams Total calories _____

Total water consumed for the day = _____ lb / 2 = _____ oz

Total protein consumed for the day _____ grams

Total calories consumed for the day _____

What did you do for exercise? _____

How long did you participate in this exercise activity? _____



Grades 9-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 05/11/20 – 05/15/20

Directions: During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...

In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.

Target Standard(s) ART.D.I.HS.1, ART.D.I.HS.3, ART.D.I.HS.4, ART.D.I.HS.5, ART.D.III.HS.1,

ART.D.IV.HS.1, ART.D.V.HS.1

Project How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History
Dance Performance Critique

Topic Dance Technique, Terminology, & History

Materials High School Dance Cover Document

Needed: [Forces of Nature – A Question of Modesty](https://www.youtube.com/watch?v=Hx-Ej110VqQ)
<https://www.youtube.com/watch?v=Hx-Ej110VqQ>

Daily Fluency Practice

<u>Dance Technique & Practice:</u>	<u>Dance Information & Terminology:</u>
All Students are expected to continue to review the following on a Daily basis:	All Students are expected to continue to review the following on a Weekly basis:
<ul style="list-style-type: none"> • Roll-ups • Coccyx Balance • Roll Downs • Plies • Tendus • Degages • Battements • Pirouettes • Jumps • Flat Backs • Laterals Stretches • Primitive Squats 	<ul style="list-style-type: none"> - Locomotor Movements - Non - locomotor Movements - Basic Body Directions - Body Levels - Stage Directions - Feet Positions - Arm Positions - Ballet Terminology - Muscular System - Skeletal System - Fitness Terminology - Ballet Positions - History of Modern Dance - History of Ballet

Resources:

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXFdJqkTVGI>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Lesson

Objective	During the course of this project, Students will learn how to properly Critique a Dance Performance
Video Link	Forces of Nature – A Question of Modesty https://www.youtube.com/watch?v=Hx-Ej110VqQ
Guided Practice	Students will watch Forces of Nature's "A Question of Modesty". Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Refer to High School Dance Cover Document
Closing	What message do you believe that Forces of Nature was trying to convey when they performed "A Question of Modesty"? Do you feel that the intention was achieved??
Extend	Watch "A Question of Modesty" with your family. Have a discussion with your family about everyone's perception of the piece.



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 05/18/20 – 05/22/20

Directions: During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...

In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.

Target Standard(s) ART.D.I.HS.1, ART.D1.HS.3, ART.D.1.HS.4, ART.D.1.HS.5, ART.D.III.HS.1, ART.D.IV.HS.1, ART.D.V.HS.1

Project How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History
Dance Performance Critique

Topic Dance Technique, Terminology, & History

Materials Needed: High School Dance Cover Document

Video Links

[Deeply Rooted – Never Was There a People](#)

<https://www.youtube.com/watch?v=wPd9aOKg8r8>

Daily Fluency Practice

<u>Dance Technique & Practice:</u>	<u>Dance Information & Terminology:</u>
All Students are expected to continue to review the following on a Daily basis: <ul style="list-style-type: none">• Roll-ups• Coccyx Balance• Roll Downs• Plies• Tendus• Degages• Battements• Pirouettes• Jumps• Flat Backs• Laterals Stretches• Primitive Squats	All Students are expected to continue to review the following on a Weekly basis: <ul style="list-style-type: none">- Locomotor Movements- Non - locomotor Movements- Basic Body Directions- Body Levels- Stage Directions- Feet Positions- Arm Positions- Ballet Terminology- Muscular System- Skeletal System- Fitness Terminology- Ballet Positions

	- History of Modern Dance - History of Ballet
--	--

Resources:

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXfdJqkTVGI>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Lesson

Objective	During the course of this project, Students will learn how to properly Critique a Dance Performance
Video Link	Deeply Rooted – Never Was There a People https://www.youtube.com/watch?v=wPd9aOKg8r8
Guided Practice	Students will watch Deeply Rooted's "Never Was There a People". Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Refer to High School Dance Cover Document
Closing	What message do you believe that Deeply Rooted was trying to convey when they performed "Never Was There a People"? Do you feel that their intent was achieved??
Extend	Watch "Never Was There a People" with your family. Have a discussion with your family about everyone's perception of the piece.



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 05/26/20 – 05/29/20

- Directions:** During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...
In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.
- Target Standard(s)** ART.D.I.HS.1, ART.D1.HS.3, ART.D.1.HS.4, ART.D.1.HS.5, ART.D.III.HS.1, ART.D.IV.HS.1, ART.D.V.HS.1
- Project** How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History
Dance Performance Critique
- Topic** Dance Technique, Terminology, & History
- Materials Needed:** [High School Dance Cover Document](#)
[Robert K. Brown Evidence– Grace](#)
<https://youtu.be/OGmHYLhcZNc>

Daily Fluency Practice

Dance Technique & Practice:	Dance Information & Terminology:
All Students are expected to continue to review the following on a Daily basis:	All Students are expected to continue to review the following on a Weekly basis:
<ul style="list-style-type: none"> • Roll-ups • Coccyx Balance • Roll Downs • Plies • Tendus • Degages • Battements • Pirouettes • Jumps • Flat Backs • Laterals Stretches • Primitive Squats 	<ul style="list-style-type: none"> - Locomotor Movements - Non - locomotor Movements - Basic Body Directions - Body Levels - Stage Directions - Feet Positions - Arm Positions - Ballet Terminology - Muscular System - Skeletal System - Fitness Terminology - Ballet Positions - History of Modern Dance - History of Ballet

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXfdJqkTVGI>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Lesson

Objective	During the course of this project, Students will learn how to properly Critique a Dance Performance
Video Link	Robert K. Brown Evidence– Grace https://youtu.be/OGmHYLhcZNc
Guided Practice	Students will watch Robert K. Brown's "Grace". Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Student will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Refer to High School Dance Cover Document
Closing	What message do you believe that Robert K. Brown was trying to convey when he choreographed "Grace"? Do you feel that he succeeded??
Extend	Watch "Grace" with your family. Have a discussion with your family about everyone's perception of the piece.

Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 06/01/20 – 06/05/20

Directions:	During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12
Target Standard(s)	ART.D.I.HS.1, ART.D.I.HS.3, ART.D.I.HS.4, ART.D.I.HS.5, ART.D.III.HS.1, ART.D.IV.HS.1, ART.D.V.HS.1
Project	How to write a proper Dance Performance Critique Review of Dance Technique, Terminology, & History Dance Performance Critique
Topic	Dance Technique, Terminology, & History
Materials Needed:	High School Dance Cover Document Video Links Alvin Ailey – Divining https://youtu.be/9sjlOoGoHHo

Daily Fluency Practice

Dance Technique & Practice: All Students are expected to continue to review the following on a Daily basis: <ul style="list-style-type: none">• Roll-ups• Coccyx Balance• Roll Downs• Plies• Tendus• Degages• Battements• Pirouettes• Jumps• Flat Backs• Laterals Stretches• Primitive Squats	Dance Information & Terminology: All Students are expected to continue to review the following on a Weekly basis: <ul style="list-style-type: none">- Locomotor Movements- Non - locomotor Movements- Basic Body Directions- Body Levels- Stage Directions- Feet Positions- Arm Positions- Ballet Terminology- Muscular System- Skeletal System- Fitness Terminology- Ballet Positions- History of Modern Dance- History of Ballet
---	--

Resources:

1. Technique of Lester Horton (Advanced Beginner): <https://vimeo.com/135377443>
2. Horton Fortification #1: <https://youtu.be/JXFdJqkTVGI>
3. Horton Fortification #3: <https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4: <https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series: <https://youtu.be/--b3AfBeRzM>

Dance Information & Terminology:

All Students are expected to continue to review the following on a **Weekly** basis:

- Locomotor Movements
- Non - locomotor Movements
- Basic Body Directions
- Body Levels
- Stage Directions
- Feet Positions
- Arm Positions
- Ballet Terminology
- Muscular System
- Skeletal System
- Fitness Terminology
- Ballet Positions
- History of Modern Dance
- History of Ballet

Lesson

Objective	During the course of this project, Students will learn how to properly Critique a Dance Performance
Video Link	Alvin Ailey - Divining https://youtu.be/9sjiOoGoHHo
Guided Practice	Students will watch Alvin Ailey's "Divining", choreographed by Judith Jamison. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Student will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Refer to Dance Critique Guide
Closing	What message do you believe that Judith Jamison was trying to convey when she choreographed "Divining"? Do you feel that she succeeded??
Extend	Watch "Divining" with your family. Have a discussion with your family about everyone's perception of the piece.



Grades 6-12 Dance

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 06/8/20 – 06/12/20

Directions: During the course of this project, Students will learn how to properly Critique Dance Performances. Every week, students will watch a dance performance by a different dance company. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Students will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc...
In addition to this lesson, please complete this week's Health and Nutrition Lesson for Grades 6-12.

Target Standard(s) ART.D.I.HS.1, ART.D.I.HS.3, ART.D.I.HS.4, ART.D.I.HS.5, ART.D.III.HS.1, ART.D.IV.HS.1, ART.D.V.HS.1

Project How to write a proper Dance Performance Critique
Review of Dance Technique, Terminology, & History
Dance Performance Critique

Topic Dance Technique, Terminology, & History

Materials Needed: High School Dance Cover Document
Video Links

[Dance Theatre of Harlem – John Henry](https://www.youtube.com/watch?v=BSLn9263ndM&feature=youtu.be)
<https://www.youtube.com/watch?v=BSLn9263ndM&feature=youtu.be>

Daily Fluency Practice

Dance Technique & Practice:	Dance Information & Terminology:
All Students are expected to continue to review the following on a Daily basis: <ul style="list-style-type: none">• Roll-ups• Coccyx Balance• Roll Downs• Plies• Tendus• Degages• Battements• Pirouettes• Jumps• Flat Backs	All Students are expected to continue to review the following on a Weekly basis: <ul style="list-style-type: none">- Locomotor Movements- Non - locomotor Movements- Basic Body Directions- Body Levels- Stage Directions- Feet Positions- Arm Positions- Ballet Terminology- Muscular System- Skeletal System

<ul style="list-style-type: none"> • Laterals Stretches • Primitive Squats 	<ul style="list-style-type: none"> - Fitness Terminology - Ballet Positions - History of Modern Dance - History of Ballet
--	---

Resources:

1. Technique of Lester Horton (Advanced Beginner):
<https://vimeo.com/135377443>
2. Horton Fortification #1:
<https://youtu.be/JXFdJqkTVGI>
3. Horton Fortification #3:
<https://youtu.be/iFTxQ9PmF4E>
4. Horton Fortification #4:
<https://youtu.be/MGz02lxBuJs>
5. Horton Flat Back Series:
<https://youtu.be/--b3AfBeRzM>

Lesson

Objective	During the course of this project, Students will learn how to properly Critique a Dance Performance
Video Link	Dance Theatre of Harlem – John Henry https://youtu.be/BSLn9263ndM
Guided Practice	Students will watch Dance Theatre of Harlem’s “John Henry”, choreographed by Arthur Mitchell. Students will take notes on what they observed. Students will write a Dance Critique utilizing the Dance Critique Guidelines. Student will submit typed Dance Critique to teacher via email, Remind, Google Classroom, etc... Refer to High School Dance Cover Document
Closing	What message do you believe that Arthur Mitchell was trying to convey when he choreographed “John Henry”? Do you feel that he succeeded??
Extend	Watch “John Henry” with your family. Have a discussion with your family about everyone’s perception of the piece.