

S: 1 H: 2 GLO: 9-12

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Baila_Latin_Dance.aspx#Instruction

<u>Objectives/ Student Targets</u>	<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> The students will be able to explain the geography and history behind Latin dance.	Smartboard OR Overhead Projector with Whiteboard, Internet Connection
<u>Affective:</u> The students will develop an appreciation for the cultural aspect of Latin dance.	
<u>Psychomotor:</u> The students will learn to dance the Merengue.	
Academic Vocabulary: Merengue, Baila, tempo	
<u>Introduction / Anticipatory Set:</u> As New Activity: Tell students that they will be learning about various Latin dances, beginning with the merengue. Pass out the student guide, 'Elements of Dance' (guide found at this link: http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-9-12/baila_elements_of_dance.ashx). While looking at the Elements of Dance handout, ask students to describe merengue using the dance terminology. Depending on your students' level of understanding of Spanish, you may choose to prompt students by asking the following questions in English or Spanish. <ul style="list-style-type: none">● Which movements are involved in merengue?● SPANISH—¿Cuáles movimientos están enredados en el meringue?● Does it consist of mostly locomotor or non-locomotor movements?● SPANISH—¿Consiste, por mayor parte, en movimientos locomotors o nonlocomotors?● Does there appear to be leading and following?● SPANISH—¿Parece que hay dirigir y seguir?● How would you describe the tempo or pace? - fast, medium, or slow?	<u>Classroom Layout:</u> Large Open Space (gym, cafeteria, etc.)

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- SPANISH—¿Cómo se describa el tiempo - rápido, medio, o lento?
- Are the dancers at a low (on the ground), medium (kneeling), or high, level (on one or two legs, full body)?
- SPANISH—¿A qué nivel son los bailarines, bajos (en el suelo), medios (arrodillados), o altos (en uno o dos pies, o todo cuerpo)?

Fitness Development:

1. Increase heart rate through dancing the Merengue
2. Improve flexibility through daily stretching activities
3. Develop muscular endurance and strength through dancing

Lesson Focus:

Explain the geography behind the dance. The merengue is a lively, festive dance originating from the island of Santo Domingo, which is located north of the Caribbean Sea. Show Santo Domingo to students on a map. Explain that people from both Haiti and the Dominican Republic have claimed that the dance originated in their countries. Point out these countries on the map. Point out to the students that these two countries share the same island of Santo Domingo.

Explain the history behind the dance. Both Haiti and the Dominican Republic have legends that trace merengue dance steps to a war hero with a limp who danced in a stepping motion. In the 1930s, merengue was promoted by then-president of the Dominican Republic, Rafael Trujillo, and it became the country's national music and dance.

Have students learn to dance the merengue. Have students pair up and start the [Bailando Video](#) (found on this page:

Teaching Cues:

- Merengue
- knees bent
- up-and-out, down-and-in
- 1, 2, 3, 4... 1, 2, 3, 4
- bailar (to dance)

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http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Baila_Latin_Dance.aspx#Instruction). Point out that the steps have a limping appearance. Clap and count with the music, counting "1-2-3-4, 1-2-3-4..." Note that the tempo and rhythm is similar to marching music, and all steps are on one beat.

Play the rest of the *Bailando* video and have students follow along. Point out that up-and-out, down-and-in, motion of the hip is an important part of the dance. When a knee bends, the hip on that same leg should drop.

Apply:

1. Explain to the class that they will prepare oral presentations about a particular Latin dance and its country of origin and will teach the dance to the rest of the class. Divide the class into groups of four. You may wish to ensure that there are male and female students in each group. Refer to the [Latin Dance Research Guide](#) and go over the students' individual roles in the group. Explain the expectations as outlined in the 'Latin Dance Research Guide'.

Explain to the class that they will be writing individual reports as specified on the 'Latin Dance Research Guide' and although they will be reading their reports in English for their oral presentations, they must turn in reports that they have translated into Spanish. If students are highly proficient in Spanish, the entire assignment could be done in Spanish. Inform students that you will be grading them on both their oral presentations and their written reports.

2. Assign one of the following Latin dances to each group: salsa (from Cuba), mambo (from Haiti), rumba (from Cuba), cha cha (from Cuba), samba (from Brazil), and bachata (from the Dominican Republic). (Note: Since three of the dances originate in Cuba, you may wish to alter the 'Latin Dance Research Guide' so that students learn different aspects about Cuba from each group. For instance, one group can focus on culture and geography, another on people and lifestyle, and a third on economy and government.)

3. Give students class time to coordinate with their groups and research their respective dances in the school library or online. Encourage them to be creative in

Modifications:

- Simplify the steps of the merengue
- Spend more time on the progression
- Focus on rhythm more than the dance itself

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their presentations. They may wish to make posters, PowerPoint presentations, food from the country of origin, appropriate costumes, etc. Presentations can be in English or Spanish, depending on the students' proficiency level.

Assessment:

This link will lead you to a rubric that grades presentations, spanish, reports, and terminology.

http://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-9-12/baila_assessment_rubric.ashx

Dance assessment:

1. Students are not at all familiar with the Merengue dance, cannot keep count, and have trouble transitioning, and/or are not participating in the activity.
2. Students can somewhat keep count but lose track, they are participating but with minimal effort.
3. Students are participating in the Merengue with a good attitude, keep count, and give max effort when learning and performing the Merengue.

Closure:

At this time, answer and discuss any questions the students may have about the report. The report is to be completed outside of class time. Give them about two weeks to complete and can pick a future date for in class presentations. Use the next class to continue working on the Merengue.