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Course: PHED 219 Methods of Teaching Rhythm and Dance

Unit Title: Aerial Circus Arts

Grade Level: High School

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Objective: Students will learn basic safety precautions of aerial circus arts (including cooperative spotting), pieces of equipment used, demonstrate knowledge of classroom procedures, and perform one basic spin and one inverted straddle from a knotted loop on fabric. Warm up: Name game ball toss, creative movement suggestions, dynamic inverted straddles on ground (prep for knotted loop inversion). Focus: What are aerial fabric and trapeze? What terminology do I need to know about circus arts? What is proper spotting technique? Resources: Aerial Circus Safety Manual. Heller, Carrie.	Objective: Students will be able to execute proper body position for doing aerial arts and notice, explain and understand weight distribution of their bodies while in the air. Warm up: Balancing and relaxation exercises, partner balancing basics in rhythm with breath, (weight transfers and leans, and one short flow sequence repeated 2x). Focus: What does active hanging mean? How do we keep our bones, joints and muscles safe when we do aerial arts? Students will practice simply active hanging on apparatus (trapeze and fabric), proper hand grip, and learn and drill how to wrap the foot for climbing. Resources: Yoga Games for Children. Bersma, Danielle.	Objective: Students will be able to perform the basic climb, foot lock, side lean, crouch lean, and cow bell inversion. Warm up: 25 jumping jacks, 10 'best version' push ups, basic locomotor skills review. Focus: Moving with intention. What is the break down of steps in climbing and doing a single foot lock? How do I explain this movement to others? Resources: Serenity Smith of NECCA's Trapeze/ Fabric Teacher Training Materials	Objective: Students will understand how to become inverted on the fabric or trapeze. They will perform a forward roll, backward roll, and birdcage on fabric and birdcage and sitting up/ coming down on the trapeze. Warm up: Hula hooping to music. Using the hoops to balance and get a sense of space, prepare for inversions, and practice proper grip. Focus: Where is your body in space? What does it feel like, and how did you get there? Resources: Children Moving. Graham, George.	Objective: Students will do three new fabric moves from a single foot lock: forward lean, backward lean, and quidam wrap and experiment with stylistic techniques. Warm up: Hula hoop in unison, learn the basic lift, and arm hooping while practicing basic locomotor skills. Focus: New fabric skill acquisition. What are the steps to getting there? How do we make moves look "polished" and stylized? Resources:

Week 2	Objective: Students will demonstrate proper spotting using portable trapeze bars in groups of three. Students will be able to explain the basics of choreography, and create short mini-acts to present to the class. Warm up: Theatre games for creativity and expression. Movement and visualizations (Where are you? Who are you? game) Focus: What are the basics to choreographing a circus act? Review spotting techniques. Resources: Kids Take the Stage. Peterson, Lenka.	Objective: Students show the double foot knot (or dancewrap) in the fabric, invert and work with a partner. On trapeze, the catcher lock will be used. Warm up: Basic partner acrobatics: table, thigh stand, superman, pyramids with variations. Focus: Working with a partner, making shapes with the body, practicing hand grips and learning the basics to partner aerial arts. How are partner acro and partner aerial arts alike? Resources: AcroYoga Flight Manual.	Objective: Students will perform transitions between two moves each on the fabric and trapeze to be incorporated to the final piece. Warm up: Yoga sun salutations, active stretching (partner-assisted). Focus: New aerial apparatus skill acquisition. How do I make transitions and linkages between moves, creating smooth sequences of moves? Review stylizing a routine. Resources:	Objective: Students will create and rehearse aerial and ground acts using skills they have acquired to music they choose in groups of 5-6 assigned by teacher. Warm up: Partner mirror game, pantomime, human statues. Focus: Group dynamics and teamwork, choreography, maintaining safety and proper spotting. How did you decide what to do for your act? How did you incorporate everyone into the piece? Resources: Felicity Hesed's theatre games. Improvisation for the Theatre. Spolin, Viola.	Objective: Students will demonstrate their group routines for the class. Warm up: The tangled knot of arms, jog around the gym, follow the leader movement skill choices. Focus: What does it mean to be a good audience? What does it take to be a good performer? How do you contribute best in a group? Resources: