



Houston Arts Partners Presentation
Lindy Hop into History

Length of Program

2-4 class sessions that are 50 minutes each. The amount of material you are able to cover in each class will depend upon class size, students' comfort level with moving together, how in-depth you go with material, how much discussion you incorporate into the sessions.

Summary

The meeting of African slaves and European plantation owners in the New World set the stage for the creation of distinctly American dance forms. Students will embody the physical differences between these two cultures and identify which components each contributed to American social and performance dance forms such as the Cakewalk and Lindy Hop.

Objectives

By the end of the dance classes, students will be able to:

- 1) describe the physical characteristics of W. European and W. African Dance;
- 2) identify which of the physical characteristics are present in distinctly American dance forms such as the Cakewalk and the Lindy Hop;
- 3) demonstrate a basic W. European based colonial dance;
- 4) improvise with rhythm and movement;
- 5) demonstrate a basic Cakewalk and Lindy Hop.

TEKS directly addressed:

Social Studies

(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:

(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;

The emphasis of Lindy Hop into History will be on Western European plantation owners and West African slaves (and the descendants of both of these people).

(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and

Lindy Hop into History will explore the contributions of Western Europeans and West Africans to the development of the distinctly American dance forms. Students will analyze the physical attributes of Western social dance and West African dance, contrast the two traditions and identify which components fused to form new dance forms that include the Cakewalk and the Lindy Hop.

(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(C) analyze the relationship between fine arts and continuity and change in the American way of life.

Students will explore the role of dance on the plantation for slave owners and slaves and how these traditions fused and then changed and developed after the Emancipation Proclamation and freed slaves moved north. Students will learn and perform dances present on the American plantation, those dances that survived after slavery, and dances that descended from the plantation experience.

Arts

While there are no dance-specific TEKS for Middle School, *Lindy Hop Into History* addresses the Historical and Cultural Heritage strand of the TEKS in dance Levels I-IV.

What Do Students Need to Know Before Movement Classes?

Students should have a basic understanding of the following before beginning movement sessions:

- The reasons for the development of the plantation
- The why and how of the slave trade
- An overview of plantation life.

Lesson Plan

Class Session #1	Lesson Components	Materials Needed
Introduction	<ul style="list-style-type: none">• Rules and procedures for working effectively in movement class: 1) How to maintain one's own physical space; 2) How to work with a partner.• Decide how partners are selected.• Discussion/Share about the role of social dance in students' lives today. What social dances do they know?• These dance session will look at the social dances on plantations done by Europeans and Africans and then the ones they created together by fusing their two cultures.• Plantation was an evil that brought together two groups of people with cultural traditions of their own that ultimately fused to create a distinct American culture that includes social dances such as the Cakewalk and Lindy Hop.	<ul style="list-style-type: none">• Open space for movement such as gym or multipurpose room. Classroom with tables and chairs moved out of the way will work.
W. European Dance	<ul style="list-style-type: none">• Role of Dance in W. European Culture• Physical Characteristics of W. European Dance• Learn French Minuet and/or English Country Dance (Contredanse)	<ul style="list-style-type: none">• Computer, projector and Power Point presentation provided by Houston Ballet OR, copies of Power Point so that students can see images of traditional W. European dances.• Sound System or speakers for computer• Copy of traditional dance music.
Wrap-Up	<ul style="list-style-type: none">• Circle up and discuss/share how this movement felt (or have students journal).	

Class Session #2	Lesson Components	Material Needed
Recall and Review	<ul style="list-style-type: none"> • Students recall and demonstrate minuet and/or country dance learned in session #1 	<ul style="list-style-type: none"> • Sound System or speakers for computer • Copy of traditional Minuet and/or Country Dance music.
W. African Dance	<ul style="list-style-type: none"> • Role of Dance in W. African Culture • Physical Characteristics of W. African Dance • Movement Circle – walks, spine undulations • Improvisation Circle – rhythm, movements 	<ul style="list-style-type: none"> • Computer, projector and Power Point presentation provided by Houston Ballet OR, copies of Power Point so that students can see images of traditional W. African dances.
Wrap-Up	<ul style="list-style-type: none"> • Circle-up and discuss/share (or have students journal) how this movement felt. Compare/contrast this with session #1 movement. 	

Class Session(s) #3-4	Lesson Components	Material Needed
Recall and Review	<ul style="list-style-type: none"> • Students recall and demonstrate African dance warm-up, student-led rhythm improvisation, dances from previous sessions. 	<ul style="list-style-type: none"> • Sound System or speakers for computer • Copy of traditional Minuet and/or Country Dance music.
Fusion Dances	<ul style="list-style-type: none"> • Cakewalk • Discuss elements from each tradition • Lindy Hop • Discuss elements from each tradition 	<ul style="list-style-type: none"> • Computer, projector and Power Point presentation provided by Houston Ballet OR, copies of Power Point so that students can see images of Cakewalk and Lindy Hop. • Sound System or speakers for computer • Copy of Cakewalk and Lindy Hop music.
Wrap-Up	<ul style="list-style-type: none"> • Discussion/Share about the similarities and differences in the physicality of each dance. • Reflection assignment regarding differences in the physicality of each class component OR a project based on other examples in American culture of extensions of this fusion (European/African) 	

For detailed guides on how to do the specific dances in these lesson plans or for copies of music and power point presentations, please contact Houston Ballet's Education Outreach Department hboutreach@houstonballet.org or 713-535-3288.