

Title: Flamenco Dance

Grade Level: K-5

Objective: Students will be exploring global culture through dance, and will be able to demonstrate an expanding interest and knowledge of cultural art forms originating with indigenous traditions around the world.



Lesson Plan

Materials: video screen with speaker(s) and internet access

Opening Activity: TEDx Talk by flamenco musician Kristofer Hill and dancer Julia Chacon: <https://www.youtube.com/watch?v=sCpjPWWQB3s> .

Ask the members: Is dance a language? If so, how does that work? When you watch a really powerful dancer, do you notice that your own feelings are touched? Is dance a way to communicate feelings, or not? If not, why not? Did you notice how the movements make a percussive sound, like a drum beat? What other kinds of dance make SOUND as part of the dance?

Core Activity:

- First, demonstrate the 3 basic Flamenco dance steps: the tap, stamp and heel flutter.
- Tap is a stepping movement of the foot in 2 parts: toe-heel: To tap: place the ball of the foot on the floor, and then bring down the heel: TOE- HEEL, then repeat with the other foot TOE-HEEL.
- Stamp (correctly known as a 'flat') is where you quickly bring the foot down in contact with the floor, with the heel and toe landing on the floor at the same time to create one single loud stomp noise.
- Flutter: with feet together, bend your knees and lift 1 heel slightly off the ground: you will be fluttering your heels to create a sound like drumming on the floor, pushing the heels down side by side in a drum roll by shimmying your knees.
- Hands will rotate at the wrists, and arms will be posed and moving around the body at the will of the dancer- again, Flamenco is a language.

Reflection: What can you say with your body? What ideas are easier to communicate through movement than with words? What ideas are easier to communicate with words? Do you think dance is a kind of sign language? Why or Why not?

