

**PONES**

**LOM**

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# **TEACHER TOOLKIT**

**PONES**

**LABORATORY OF MOVEMENT**

**ARTISTS ON TOUR**

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# PROGRAM OFFERINGS

Pones: Laboratory of Movement promotes dance as a starting point to explore creativity, self-expression, and transforming ideas into action. All Pones programs are currently available virtually (live and/or pre-recorded) and in-person with masks/socially distant.

## **DANCE 101: EXPLORE YOUR EXPRESSION**

**Curriculum: Cultural Connections, Dance, Social Studies, STEM, English/Language Arts, Social Emotional Learning**

Dance 101 is a workshop for everyone – from novice to advanced – and no special shoes are required. Dance 101 teaches the foundations of dance and can be integrated with any theme, curriculum, educational standards, and/or social emotional learning tie-in.

Ideal for kinesthetic learners, this workshop integrates concepts through physical movement, ensuring retention. Through arts integration, this workshop can be aligned and tailored to any grade level and content. Workshops offer students the opportunity to experience grade-appropriate curriculum in a fun, kinesthetic, and engaging way. Students can explore various styles of recreational, cultural, and social dance with this introductory course to the basic terms, steps, and concepts of each style. This workshop familiarizes students with key dance elements while igniting their imagination, and interacting through activities involving critical thinking and movement.

### **Dance 101 will help students:**

- Absorb and retain curriculum content
- Communicate with others
- Gain critical thinking skills
- Participate in collaborative activities
- Foster creative expression
- Build self-confidence and a positive body image
- Discover a fun way to stay healthy with physical fitness

**Example:** Students could physically experience what it might feel like to become the water cycle and see what evaporation, condensation, precipitation, transpiration, infiltration, and collection might look like if it were a dance. Once students feel these movements in their own bodies, they may better understand how the water cycle works and remember this information for years to come.

**Example:** Students learn the tools of dance including Body, Energy, Space, and Time through interactive activities. Students could then use dance tools to abstract an 8-count and create



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collaborative choreography. This workshop can be a sample of different dance styles or focus on any style of dance, such as hip hop, ballet, salsa, or African.

*\*Please let us know your integration preferences when ordering this program.*

**Recommended Grades:** K-12

**Maximum Audience:** 30

**Length:** 60 minutes

**Cost:** \$145/class, \$290/ 2 classes, \$435/ 3 classes, \$580/ 4 classes, etc.

**Max #Sessions per Day:** 5

## **DANCING ON THE GLOBE**

**Curriculum:** Dance, Social Emotional Learning, Social Studies, STEM

Students will learn about different cultures and the dances from those places. They will look at the world in a new way through the lens of dance in cultures from around the globe through original and learned choreography. This interactive and hands-on approach to learning will bolster student's understanding and retention about different cultures. Learn dances such as the Kakilambe, Salsa, and Bollywood.

**Dancing on the Globe will help students:**

- Think globally and enhance cultural empathy
- Experience basic to advanced dance choreography
- Discover a fun way to stay healthy with physical fitness
- Foster creative expression
- Absorb and retain curriculum content

**NOTE:** *This workshop can be a survey of different dance styles. We recommend 1 cultural dance per session. Please let us know preference when ordering the program.*

**Recommended Grades:** 3-12

**Maximum Audience:** 30

**Length:** 60 minutes

**Cost:** \$145/class, \$290/ 2 classes, \$435/ 3 classes, \$580/ 4 classes, etc.

**Max #Sessions per Day:** 5



## **DANCING THROUGH THE AGES**

**Curriculum: Dance, Social Studies, Visual Arts**

While *Dancing through the Ages*, students will explore various styles of recreational, cultural, and social dance from 1920s swing, 1950s sock hop, 1970s disco, and 1990s hip hop. Students will learn choreography and make connections from past dance styles to present dance trends.

### **Dancing through the Ages will help students:**

- Learn about historical events in a new and fun way
- Think critically about different perspectives and develop empathy
- Communicate with others
- Build confidence through self expression
- Discover a fun way to stay healthy

**NOTE:** *This workshop can be a survey of different dance styles or focus on any time period or ideas. We recommend 1 dance style per session. Please let us know preference when ordering the program.*

**Recommended Grades:** 3-10

**Maximum Audience:** 30

**Length:** 60 minutes (3-4 day workshop)

**Cost:** \$145/class, \$290/ 2 classes, \$435/ 3 classes, \$580/ 4 classes, etc.

**Max #Sessions per Day:** 5

## **HIP HOP AND COLLABORATION**

**Curriculum: Dance, Social Emotional Learning**

We use hip hop as a tool to discuss and discover how empowerment and collaboration are valuable parts of being a young person. How do these ideas go together? Hip hop thrives on collaboration and our focus will be on celebrating and uplifting one another.

### **Hip Hop and Collaboration will help students:**

- Empower themselves and others
- Collaborate and communicate with others
- Creatively express themselves
- Build self confidence
- Discover a fun way to stay healthy



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**Example:** Each week we will focus on building up our peers through dance. We will discuss supporting one another and its importance. Then we will start to build a dance about these compliments. Using the tools of dance and collaborative skills, we will create original choreography as a group.

**Recommended Grades:** 4-12

**Maximum Audience:** 30

**Length:** 60 minutes

**Cost:** \$145 per workshop (recommended 2 workshops minimum)

**Max #Sessions per Day:** 5

## MOVING WITH THE MOVIES

**Curriculum:** Dance, Social Emotional Learning, Social Studies, STEM

Students will learn dances from movies across the globe and through history. Dances include Bollywood dances from Indian movies, modern choreography from Disney musicals, and golden era dancing from old Hollywood. Students will think critically about new perspectives as they experience different dances from film.

### Moving with the Movies will help students:

- Think critically about different perspectives and encourage empathy
- Communicate with others
- Express themselves
- Build self confidence
- Discover a fun way to stay healthy

**NOTE:** *This workshop can be a survey of different dance styles or focus on any time period. We recommend 1 dance style per session. Please let us know preference when ordering the program.*

**Recommended Grades:** 3-12

**Maximum Audience:** 30

**Length:** 60 minutes

**Cost:** \$145/class, \$290/ 2 classes, \$435/ 3 classes, \$580/ 4 classes, etc.

**Max #Sessions per Day:** 5

## ARTS AND ADVOCACY

### **Curriculum: Dance, English/Language Arts, Social Emotional Learning, Theatre**

Students will use the art of movement to advocate for changes they want to make in their lives and communities. Students are transformed into performance artists through a fun and exciting workshop led by professional dancers. They will engage their creative sides and think critically about issues and topics relevant to their own lives while creating, rehearsing, and performing an original piece all their own.

### **By the end of the program students will have learned:**

- Basic theatre and dance concepts
- Effective communication
- Respectful collaboration
- How to stand up for what they believe in / become an activist

Students will perform their work as empowered individuals, and create something completely unique, meaningful, and fun.

**Example:** A class of eighth grade students voices a list of issues that are significant to them: acceptance, recycling, college, sports, and school uniforms. Collectively, they select 'sports' as the topic to focus on for their production. Specifically, they have noticed that extracurricular sports are too expensive to participate in once travel costs, uniforms, equipment, and fees have been calculated. They investigate ideas that will make sports more affordable so that everyone who wants to participate is able to do so. In small groups they utilize provided composition worksheets to guide their examination of how to create positive change in sports. The students are challenged to funnel their discussion into action by creating a piece that uses multiple art forms – theatre, dance, spoken word, visual arts – to express their ideas. Students perform their original work for their peers at the end of the workshop.

**Recommended Grades:** 6-12

**Maximum Audience:** 30

**Length:** 60 minutes each workshop; minimum 3 days

**Cost:** \$435 for 3 workshops (minimum)/\$145 each additional workshop

**Max #Sessions per Day:** 5

# WHY ARE THE ARTS IMPORTANT?

1. They are languages that all people speak that cut across racial, cultural, social, educational, and economic barriers and enhance cultural appreciation and awareness.
2. They are symbol systems as important as letters and numbers.
3. They integrate mind, body, and spirit.
4. They provide opportunities for self-expression, bringing the inner world into the outer world of concrete reality.
5. They are an opportunity to experience processes from beginning to end.
6. They develop both independence and collaboration.
7. They provide immediate feedback and opportunities for reflection.
8. They make it possible to use personal strengths in meaningful ways and to bridge into understanding sometimes difficult abstractions through these strengths.
9. They improve academic achievement -- enhancing test scores, attitudes, social skills, and critical and creative thinking.
10. They provide the means for every student to learn.





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# DANCE ACTIVITY

Fill in the blank with a feeling or emotion. Draw a picture of what makes you feel that way when you are moving.

I feel \_\_\_\_\_ when I am dancing!

# STEP UP TO THE LINE

Establish a line or area for students to walk up to if they answer 'Yes' to any of the following prompts. Additionally, you can mix and match the prompts, let students create their own prompts, or have them try different ways to reach the line (hopping, skipping, rolling, leaping, etc).

Step up to the line...if you wanted to go to school this morning.

Step up to the line...if you play a sport.

Step up to the line...if you like your hair.

Step up to the line...if you have danced at a school dance.

Step up to the line...if you have eaten vegetables today.

Step up to the line...if you would like change something about yourself.

Step up to the line...if you have ever been bullied.

Step up to the line...if you have seen \_\_\_\_\_ movie.

Step up to the line...if you have ever been made fun of.

Step up to the line...if you are an artist.

Step up to the line...if you have recycled.

Step up to the line...if you have ever felt you needed to buy something cool to fit in.

Step up to the line...if you have ever felt ugly.

Step up to the line...if you have ever been on stage.

Step up to the line...if you have ever been rejected by a friend or partner.

Step up to the line...if you are interested in politics.

Step up to the line...if you have made fun of someone else.

Step up to the line...if you have a job.

Step up to the line...if you have ever felt not good enough for your parents.

Step up to the line...if you have made your own bed.

# DANCE QUESTIONS

What is your first memory of dance?

What is the difference between social, ceremonial and performative dance?

What about dance intimidates you?

What does a dancer look like? Discuss issues of body image as it relates to dances.

What do people in our culture think about dance? Discuss the stereotypes associated with dancing.

How is being a dancer different than being a visual artist, musician, actor, etc?

What is the difference between dance and movement?

Why do you go (or not go) to see live performances?

How can dancers make their art form more accessible?

What if dance happened everywhere? Where would you want to see it?

What would YOU like to see change in dance?

# DANCE AT PLAY- MAD LIB

## INSTRUCTIONS

1. Break students into small groups (3-6 students per group)
2. Have each group fill in the 16 blanks on the worksheet. Make sure students don't get a chance to read the Mad Lib first!
3. Pass out the 'Best Day Ever' Mad Lib and ask students to fill in the corresponding blanks using the worksheet.
4. Have each group read their Mad Lib aloud and ask them to create a theatrical performance using their Mad Lib as a script.
5. Each group should perform their Mad Lib for the rest of the class.

## PERFORMANCE GUIDELINES

- Instruct students to create a dance move, shape, or action for each of the parts of speech they created.
- Read each group's script for them during the performance so that all the students can participate in the movements.
- Encourage them to get creative in their presentation by including an entrance and exit, a formation or multiple formations to stand in, solos, duets, trios, different levels, props found in the classroom, different dance styles, etc.

# DANCE AT PLAY- MAD LIB WORKSHEET

1. Adjective \_\_\_\_\_
2. Noun \_\_\_\_\_
3. Person \_\_\_\_\_
4. Adjective \_\_\_\_\_
5. Famous Person \_\_\_\_\_
6. Verb ending in “ed” \_\_\_\_\_
7. Place \_\_\_\_\_
8. Adjective \_\_\_\_\_
9. Transportation \_\_\_\_\_
10. Animal (plural) \_\_\_\_\_
11. Person \_\_\_\_\_
12. Geographical location \_\_\_\_\_
13. Adjective \_\_\_\_\_
14. Food (plural) \_\_\_\_\_
15. Sport \_\_\_\_\_
16. Movie \_\_\_\_\_

# DANCE AT PLAY- MAD LIB

## “THE BEST DAY EVER”

One \_\_\_\_\_ (adjective) day all the kids in \_\_\_\_\_ (noun) ville were surprised early in the morning by a phone call from \_\_\_\_\_ (person). They had called to announce, in a \_\_\_\_\_ (adjective) voice that school had been cancelled in honor of \_\_\_\_\_ (famous person) Day!

The kids immediately \_\_\_\_\_ (verb ending in “ed”) to \_\_\_\_\_ (place) to start preparing for the \_\_\_\_\_ (adjective) celebration.

They all piled into the \_\_\_\_\_ (transportation) and started their long journey. Along the way, they saw \_\_\_\_\_ (animal plural), \_\_\_\_\_ (person), and passed by \_\_\_\_\_ (geographical location).

They arrived at their destination \_\_\_\_\_ (adjective) and were tired, but quickly livened up when they saw that all of their favorite things were awaiting them.

There were \_\_\_\_\_ (food plural) to eat, \_\_\_\_\_ (sport) to play, and \_\_\_\_\_ (movie) was playing on a gigantic big screen.

After a long day of excitement \_\_\_\_\_ (famous person from above) arrived and declared it “The Best Day Ever!” The kids were so happy, they decided to dance all the way home.

# DANCE TERMINOLOGY

- Accent – To emphasize a certain element of music or a dance step
- Alignment – The position or posture the body is held in while dancing
- Blocking – The act of a director or choreographer giving movement instructions
- Choreographer – A person who creates or designs dance compositions and sequences
- Choreography - The art of designing sequences of movement or dance
- Combo or Phrase – A short series of dance steps or movement, similar to a sentence
- Company or Ensemble – A group of performers who work or dance together
- Composition – An exploratory method of creating, arranging, and staging dances
- Counts – Numbers counted on rhythm or beat for keeping time, usually 1-8 for dancers
- Director – A person who manages or directs a performance given by actors or dancers
- Double-time – To perform movement twice as fast as the beat of the music
- Downstage – The front part of a stage, closest to the audience
- Duet – A dance or series of movements performed by two people
- Enter – To come onstage
- Exit – To leave the stage
- Half-time – To perform movements half as fast as the beat of the music
- Improvisation – Spontaneous or unplanned movements and actions by dancers or actors
- Isolations – The act of moving only one part of the body at a time
- Locomotor Movement - Movements that travel through space, from place to place
- Non-Locomotor Movement – Movements that stay in one location and do not travel
- Pathways – Routes dancers take to move through space, like a straight or a curved line
- Purpose – The reasons why we dance, usually social, artistic, cultural, or ceremonial
- Rehearsal – The period of time when dancers or actors practice their movements together
- Rhythm – The pattern or flow of movement to a particular beat that repeats regularly
- Solo – A dance or series of movement performed by one person
- Stage Directions – Outline the areas of a stage and tell a person where to move to next
- Tempo – The rate or speed of a piece of music or dance composition
- Tools of Dance – Include space, time, shape, level, focus, direction, and energy
- Upstage – The back part of the stage, farthest away from the audience

# DANCE AND MOVEMENT GAME BANK

**Journey Through...(K-3)** – Select a location (jungle, outer space, under the sea, etc.) and lead your students on a movement-based journey through that space. Have them swing across canyons on vines, tiptoe atop stepping-stones over a pool of lava, backstroke through the ocean, leap over boulders, limbo under tree branches, shiver in dark caves, float through the galaxy, or flee from a panther.

**Animal Walks (K-3)** – Invite your students to move, walk, eat, sleep, or play like different animals using their whole body. Challenge them to perform specific tasks or activities moving as the animal would, and instruct them to vary the pace from fast to slow or move as if feeling a particular emotion.

**Mirrors (K-6)** – In partner pairings, one student leads the exercise while the other follows until the teacher calls “switch.” The leader performs slow, steady, controlled motions and the follower, facing them, must reflect the leader’s movements exactly as a mirror would, watching closely to match speed and detail.

**Family Photos (K-8)** – Think of a list of groups of people – tourists at an amusement park, passengers on an airplane, football players, monkeys, robots, pumpkins in a patch, etc. Call out the group and count to 3. Within the 3 seconds, everyone in the group must pose for a group photo, moving as their character would. Encourage imaginative, full-body movement and facial expression with specific prompts that indicate a situation or emotion, such as “a group of hungry lions about to sneakily pounce on their prey.”

**Sound & Motion Wheel (K-12)** – Have the class stand in a circle. The first person to go will improvise a noise and do a large motion to accompany it. Everyone in the circle will repeat it all at once. Then the next student will improvise a different sound and motion for the rest of the group to mimic. Encourage students not to pause and think, but rather to just do the first thing that comes to mind, to be creative, and to make big gestures. Instruct participants to use their full range of motion by selecting movements, body parts, and sounds that are completely different from their neighbor’s.

**Body Alphabet (3-8)** – Instruct students that they must spell out certain words on the ground using only their bodies to form the shape of the letters needed. All students must participate in forming at least one letter of the word, and they cannot talk while doing this exercise. They must rely on teamwork, creativity, and body language.



# DANCE AND MOVEMENT GAME BANK

**Machine (3-8)** – Students should stand in a line stretching across the classroom. The first student will make a sound and perform a large movement that touches the student next to them. When the next student feels the touch, they will make a different sound and movement, and so on down the line until the last person has given a sound and motion. Have students repeat the whole thing going faster and faster, using the same sounds and motions every time, until they resemble an assembly line machine. Let students give their machine a name and decide what it produces.

**Freeze Dance (3-12)** – This classic game is a fun way to explore different movements. Feel free to give students a theme such as “dance like a giraffe” or “dance like a race car” while playing the music. Student freeze in a pose when the music stops. Any students caught moving are out. Continue until there is 1 winner!

**Movement Thief (3-12)** – Select one student to leave the room - this person is the Movement Detective. All the other students will gather in a circle and choose a Movement Thief. The Thief will begin a motion for everyone else in the circle to copy and perform with them. The student sent outside the classroom (Detective) will stand in the middle of the circle. Periodically, the Thief will change the motion and everyone else should copy that change. The Detective has three chances to try to guess who the Thief is using their observation skills. Participants should be instructed not to look directly at the Thief, but rather to look to the person across from them. Motions that do not create sound work best for this exercise.

**Join the Tableau (3-12)** – Choose a situation or location, such as “a day at the zoo” or “the big game.” One by one, students will pick a character, raise their hand and be called upon to go up and pose as that character in the scene using movement and a facial expression. They will freeze in that position. Once everyone is involved, students will have produced a scene with a wide range of specific characters, emotions, and movements to tell a snapshot story of the situation.

**Sit, Stand, Lie (6-12)** – This is a three-person improvisational scene. At all times, one character must be sitting down, one character must be standing up, and the third character must be laying down. There should be a logical reason, revealed throughout the playing of the scene, as to why each character is sitting (typing at a keyboard), standing (running on a treadmill), or laying down (a baby practicing “tummy time”). If at any point one of the characters changes position (goes from sitting to standing), the other characters must move too (and make it work with their story line in the scene) so that one person is always sitting, standing, or laying down. Movement shifts are encouraged.

# DANCE AND MOVEMENT GAME BANK

**Evolve (6-12)** – All students will start off moving around the room as amoeba. When the instructor calls “evolve” everyone finds a partner and plays a round of Rock, Paper, Scissors. The winner of the round will evolve to become a fish. They will now move as a fish would. The person who loses the round of Rock, Paper, Scissors will stay an amoeba until the instructor calls “evolve” again and everyone finds a new partner to Rock, Paper, Scissors with. Each time a student wins they advance to the organism of the next level. Students must move as their organism and interact appropriately with other players (think of the food chain!). Levels are: amoeba, fish, frog, insect, small bird, large bird, small mammal, large mammal, and human.

**The Story (6-12)** – Ask students, in groups of four or five, to make up a simple plot that incorporates all the elements of a story (characters, setting, conflict, resolution, etc.) Much like a ballet, the group must tell the story they created using dance as their only method of communication. They can utilize any style of dance, any steps, or any dance movement, so long as they do not speak or simply walk or gesture through the scene. Students should focus on creating, improvising, and using as many dance movements as possible, as opposed to just regular movements, so that there is constant motion onstage, from all characters.

**Go Stop Clap Jump (K-12)**- A very energetic drama game which will quickly get you warmed up and listening to directions. For this game, you'll need a Leader who is good at remembering instructions. To start, all players (except the Leader) spread out so they have room to move. When the Leader says, "GO", all the players walk around, filling the space in the room. When the Leader says, "STOP", all the players must freeze. Add two more instructions: When the Leader says, "CLAP", all the players should clap. When the Leader says, "JUMP", all the players should jump. The Leader should mix up the instructions - GO, STOP, CLAP, JUMP - for a while until at least most of the players are doing it correctly. Now two more instructions can be added: When the Leader says, "SKY", all the players should reach up towards the sky. When the Leader says, "KNEES", all the players should bend down and touch their knees. Continue now with all six instructions until pretty much everyone get it right. Now, to make it tricky, the Leader announces that everything is now opposite: GO now means STOP, STOP now means GO, CLAP now means JUMP, JUMP now means CLAP, SKY now means KNEES, KNEES now means SKY. The Leaders mixes up all the instructions and does the opposite actions along with the players.

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