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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 in-person and virtually (live and/or pre-recorded).

MUSIC AND EMOTIONS

Curriculum: Dance, Music, and Social Emotional Learning

In *Music and Emotions*, students discover how music and movement can help them understand, express, and navigate their emotions. Through engaging dance activities and a variety of musical genres, students will learn foundational dance principles while exploring how different sounds, rhythms, and movements can make us feel. The class encourages students to express themselves creatively, build confidence, and discover healthy ways to communicate emotions. How are you feeling today? Let's dance it out!

Music and Emotions will help students:

- Express themselves through music, movement, and creative choices.
- Explore emotions in healthy and non-verbal ways.
- Develop empathy and understand how others experience emotions.
- Connect music and movement by exploring rhythm, energy, and mood.
- Build confidence and dance skills through collaborative activities.

Example: Each week, students will explore different emotions through music and dance. They may respond to fast, energetic music with movements that express excitement, such as jumping, spinning, or moving quickly, and use gentle, flowing movements to express calm or peacefulness while listening to slower music. Students will discuss how music influences their movement choices and how it can help us recognize and express emotions. Through these activities, students will develop their understanding of the tools of dance: Body, Energy, Space, and Time.

Recommended Grades: PreK-5
Maximum Audience: 30
Length: 60 minutes
Cost: $162/class, $324/ 2 classes, $486/ 3 classes, $648/ 4 classes, etc.
Max #Sessions per Day: 5

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DANCING ON THE GLOBE

Curriculum: Dance, Social Emotional Learning, and Social Studies

Take students on a movement-filled tour around the world without ever leaving the classroom! *Dancing on the Globe* introduces students to cultures, traditions, and communities through the universal language of dance. Through interactive movement experiences and original choreography, students explore how dance reflects the history, values, celebrations, and identities of people around the globe. Students may experience styles such as Kakilambe, Salsa, and Bollywood, while discovering that movement can connect us across cultures and continents.

Dancing on the Globe will help students:

- Think globally by exploring cultures and developing cultural empathy.
- Build dance skills through accessible choreography ranging from basic to intermediate movement.
- Get moving while developing coordination and healthy movement habits.
- Express creativity through improvisation, choreography, and collaborative movement experiences.
- Connect learning by using dance to reinforce social studies and SEL concepts.

Example: Students travel to Cuba through movement, discovering cultural details such as: the popularity of soccer, the colorful classic cars seen throughout the country, and the important role of music and dance in celebrations. After exploring these connections, students will learn basic Salsa steps, rhythms, and partner movements, using choreography and creative movement to experience how dance reflects a culture's identity. Students then reflect on the cultures they explored and consider how movement traditions connect to their own cultural identity, experiences, and sense of belonging.

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: $162/class, $324/ 2 classes, $486/ 3 classes, $648/ 4 classes, etc.
Max #Sessions per Day: 5

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DANCING THROUGH THE AGES

Curriculum: Dance, History, and Social Studies

Invite your students on a high-energy journey through history - one dance step at a time! In *Dancing Through the Ages,* students explore iconic recreational and social dances from the 1920s through today, discovering how dance reflects the people, events, and culture of each era. Through movement, choreography, and discussion, students build connections between the past and present while developing confidence, creativity, and empathy. This interactive class brings history to life in a way students can experience, remember, and enjoy.

Dancing through the Ages will help students:

- Step into history by exploring dance styles from the 1920s, 1950s, 1970s, and beyond.
- Make meaningful connections between historical events, cultural perspectives, and today's dance trends.
- Build confidence and communication skills through movement, collaboration, and self-expression.
- Develop empathy and critical thinking by considering how dance can reflect different communities' experiences and perspectives.
- Move, create, and have fun while discovering an exciting way to stay active and healthy.

Example: Students learn how the Charleston grew out of jazz music during the Roaring Twenties, a time of Prohibition and women gaining the right to vote, while exploring everyday life through popular inventions, events, and figures of the era. Students then learn and perform basic Charleston steps, as a solo dancer and with a partner, connecting the movement to the culture of the 1920s.

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: $162/class, $324/ 2 classes, $486/ 3 classes, $648/ 4 classes, etc.
Max #Sessions per Day: 5

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MOVING WITH THE MOVIES

Curriculum: Dance, Social Emotional Learning, and Social Studies

Bring the excitement of dance and film into the classroom! In *Moving with the Movies*, students learn exciting dances featured in Bollywood films, Disney musicals, and classic Hollywood while exploring how movement can reflect different time periods, cultures, and perspectives. Teaching dance from movies brings familiar music, characters, and choreography into the classroom, making learning engaging, accessible, and fun. Students will leave with a deeper appreciation for different perspectives - and a fun, active way to express themselves and move with others.

Moving with the Movies will help students:

- Explore dances from Bollywood, Disney musicals, and classic Hollywood films across different time periods and cultures.
- Think critically about different perspectives and develop empathy through movement and discussion.
- Build communication, collaboration, and self-confidence through group dance activities.
- Use dance as a creative way to express emotions, ideas, and individuality.
- Discover how movement can support physical wellness while making learning fun and engaging.

Example: For example, after watching *Zootopia*, students could learn and perform a short version of the film's energetic dance sequence while discussing how the characters' movements reflect their personalities, biome, and the world they live in. They could then work in groups to create their own *Zootopia*-inspired dance that communicates a character's perspective, building empathy and confidence through movement.

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: $162/class, $324/ 2 classes, $486/ 3 classes, $648/ 4 classes, etc.
Max #Sessions per Day: 5

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DANCE 101: EXPLORE YOUR EXPRESSION

Curriculum: Dance, Social Studies, English/Language Arts, Social Emotional Learning

Dance 101 invites every student to move, create, and connect while discovering the foundations of dance in an engaging, hands-on experience. Designed for all skill levels, this workshop brings curriculum to life through movement, making concepts more memorable for kinesthetic learners while supporting social-emotional growth. Students explore recreational, cultural, and social dance styles while building confidence, creativity, communication, and critical-thinking skills. With no special shoes or prior dance experience required, this flexible workshop can be tailored to any grade level, theme, or curriculum area.

Dance 101 will help students:

- Learn through movement by connecting physical activity to classroom concepts and strengthening retention.
- Explore culture and creativity through a variety of recreational, cultural, and social dance styles.
- Build confidence and self-expression while developing a positive relationship with their bodies.
- Strengthen collaboration and communication through interactive partner and group activities.
- Develop critical-thinking and wellness skills while discovering a fun, active way to stay healthy.

Example: Students learn the tools of dance - Body, Energy, Space, and Time - through interactive activities while physically experiencing what it might feel like to become the water cycle. Students can then use these dance tools to abstract the movements of evaporation, condensation, precipitation, transpiration, infiltration, and collection into an 8-count and create collaborative choreography. By feeling these scientific processes in their own bodies and exploring them through dance styles such as hip hop, ballet, or contemporary dance, students may develop a deeper understanding of the water cycle and remember the concepts for years to come.

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

Recommended Grades: K-12
Maximum Audience: 30
Length: 60 minutes
Cost: $162/class, $324/ 2 classes, $486/ 3 classes, $648/ 4 classes, etc.
Max #Sessions per Day: 5

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WHY ARE THE ARTS IMPORTANT?

Discuss and brainstorm with your class why the arts are important.
Explore the prompts below individually, with a partner, or as a group.

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!

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WHAT IS DANCE?

Discuss and brainstorm with your class about what is dance and how it makes you feel. Explore the questions below individually, with a partner, or as a group.

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?

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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 body, energy, space, time, shape, level, focus, and direction
Upstage – The back part of the stage, farthest away from the audience

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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.

Freeze Dance (K-5) – 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!

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.

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DANCE AND MOVEMENT GAME BANK

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.

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.

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.

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.

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DANCE AND MOVEMENT GAME BANK

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.

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.

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