

Saturday in the Studio

For 6 years Saturday in the Studio has provided creative dance classes for Cleveland Public School children and their adult sponsors. Supported by a grant from *The Cleveland Foundation*, Saturday in the Studio meets consecutive Saturdays with adult sponsors and children dancing in simultaneously held classes; exploring their creative and kinesthetic abilities through movement improvisation and dance sequences. The children especially like performing in the CSU Young People's Dance Festival at the end of eight weeks.

Artist/educators for the Saturday in the Studio program include: Lisa DeCato and Chris DiCello, founders of the Dance/Theater Collective and coordinators of interactive and interdisciplinary projects for students and senior citizens in the northeast Ohio community.

The goals of this project are many. Certainly, the directors expect to expand the existing audience for art events, promoting modern art forms in a community traditionally under-served by the arts. Also, and more importantly, the directors communicate the idea that all the participants in the Saturday in the Studio program, from the youngest child to the oldest adult sponsor, are artists, that they each have something important to "say", and that the arts can serve as a vehicle for expression of their lives and their stories.

The following is an excerpt from the record kept from March 14th - April 4th 1998. These lesson plans are being provided to help other artists/educators teach movement to communities in their area. This particular unit is designed for first through fifth graders. The lesson plan has proven to be a successful in that the children were able to retain movement and build upon it week after week.

Week 1 / March 14, 1998

Group 1(first - second grade)

Warm-up

- Everyone sits in a circle.
- The children decide what body part to move and how they want to move. An example of this is moving the spine. (rolling down, swaying back and forth, and reaching the arms to the side).
- Next, stand up and put together all the different body part movement together. Shake the different body parts (head, arms, toes, fingers etc) to make a body part warm-up. Be sure to set a pulse and/or use music.

Part 1

Discuss the elements/characteristics of a storm. Find the qualities of each element and make movement for each of these elements/characteristics.

- Falling snow
- Jagged ice/smooth ice
- Falling rain (3rd time after rainfall movement we beat on the floor)
- Wind
- Thunder

Tell a story using these words. Demonstrate the movement every time a particular element/characteristic is mentioned.

Part 2

- Put the students into three lines going across the floor. Tell them to get to the other side of the room using high or low space. Discuss how each of them is different and therefore they need to find their own unique way of moving.
- Last, allow the children to choose a partner. They must repeat the first directive, and then add partnering/mirroring. Face each other, and simultaneously always trying to move like your partner.

Group 2 (third - fifth grade)

Warm-up

- Sit in a circle
- Looping on the floor (Sit with heels together and legs opened in front of you. Move the pelvis up and over in a looping pathway, the upper body will follow along.)
- Stretching (reach the arms, torso, legs, head, etc.) Looping on the floor

Part 1

- Swinging - Find different ways to swing the body. (side to side, up to down, down to up, isolate a body part etc.)
- Stand in a circle. Walk in circle on the beat

Circle dance

The ideas for this dance come from the children. How do they want to travel? Where do they want it to go?

- Run clockwise in circle.
 - Freeze in four different percussive shapes on a pulse.
 - Walk to center and make a shape.
 - Walk backward forming a big circle again.
 - Run clockwise swinging arms forward & back.
 - Repeat entire sequence four times.
 - On the fourth time hold in center.
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- Put students in lines. End with different types of swings moving across the floor.

Week 2 / March 21, 1998

Group 1 (first - second grade)

Warm-up

- Everyone sits in a circle.
- The children decide what body part to move and how they want to move. An example of this is moving the spine. (rolling down, swaying back and forth, and reaching the arms to the side).

- Next, stand up and put together all the different body part movement together. Shake the different body parts (head, arms, toes, fingers etc) to make a body part warm-up. Be sure to set a pulse and/or use music.

Part 1

- Begin seated in a circle.
- Talk about slow sustained movement, and being able to control your body.
- Moving on the pulse - use eight counts to come up and freeze.
- Hold shape for four counts.
- Move four counts back down to the floor.

Part 2

- While still in the circle, demonstrate with the children which of their shapes can be used to go over, under, or between.
- Allow them to make more shapes that someone can go over, under, or between.
- Count off by 2's.
- First group make shapes going over, under, between.
- Second group skip around those going over, under or between.
- Make macaroni story: Have the children make a story with ideas about over, under, and between. Let the story be built by adding on one sentence at a time. Tell the story while the children move, doing the previous exercise. Or, ask the children for their ideas about how to move during their story.

Group 2 (third - fifth grade)

Warm-up

- Sit in a circle
- Looping on the floor (Sit with heels together and legs opened in front of you. Movie the pelvis up and over in a looping pathway, the upper body will follow along.)
- Stretching (reach the arms, torso, legs, head, etc.) Looping on the floor

Part 1

- Divide students into 2 groups.
- Stand in two parallel lines, facing one another.
- Gallop forward in 8 counts, and back in 8 counts.
- Gallop forward in 4 counts, and back in 4 counts.
- Gallop forward in 2 counts, and back in 2 counts.
- Gallop forward in 2 counts, and back in 2 counts.
- Switch sides with other group, crossing in 8 counts.

Part 2

- Choose a partner (2 two a group). We had 11 groups.

- Person **A** & person **B** in each group.
- **A** move, **B** join **A**.
- **B** move, **A** join **B**.
- **A** & **B** gallop away from each other
- **A** & **B** gallop back together.
- Freeze in a shape.
- Last, show the studies. Have the other children discuss something they enjoyed about each dance.

Part 3

- Students stand in four lines.
- Leap across the floor.
- Leaps go gradually from little to big.

Week 3 / March 28, 1998

Group 1 (first - second grade)

Warm -up

- Everyone sits in a circle.
- The children decide what body part to move and how they want to move. An example of this is moving the spine. (rolling down, swaying back and forth, and reaching the arms to the side).
- Next, stand up and put together all the different body part movement together. Shake the different body parts (head, arms, toes, fingers etc) to make a body part warm-up. Be sure to set a pulse and/or use music.

Part 1

- Stand in a circle.
- Pair up in the circle connecting body parts.
- For example:
 - toes to toes
 - Head to back or head to stomach
 - Elbows to knees
 - Head to head
 - Knees to shoulders
- Groups should be in different levels while doing the above actions.
- Move the shapes. Try to gallop around the circle while staying connected.
- Count the duets off 1-4.
- When your number is called, gallop to a different area in space. (1 move, then 2 move, then 3 move, then 4 move) Connect body parts with the people in your group.

Part 2

- Students stand in lines, ready to move across the floor.

- Walk on the beat.
- Skip on beat.
- Gallop on beat.

Group 2 (third - fifth grade)

Warm-up

- Sit in a circle.
- Swing on the floor. (seated on the floor, open legs to second position and swing upper body low to ground, from side to side)
- Looping on the floor. (Sit with heels together and legs opened in front of you. Move the pelvis up and over in a looping pathway, the upper body will follow along.)
- From standing, swing the arms and upper body in the vertical plan three times. On the fourth swing, jump at the bottom of the swing.
- End by standing vertical and releve' (balance on toes).

Part 1.a

- Stand in a big Circle.
- One at a time, do movements in four counts.
- Everyone mirrors the mover, all around the circle.
- Pick the students favorite movements.
- Combine these movements into small combination.
- Practice the combination
- Count off by 2's
- Structure movement in a round/canon (Group one begins combination. But group two begins the combination later than group one. Both groups do the entire combination, but finish at different times.)

Part 1.b

- Divide students into groups of six.
- Make up a movement combination. Give 4 counts to each movement.
- Each group will make a variation of this movement. (separate entrances, dance in unison, dance in a canon/round, face a different way, etc.)
- Each group presents their variation to the class.

Part 2

- Stand in two parallel lines, facing one another.
- Initiate a galloping sequence.
- 8 counts in 8 counts out.
- 4 counts in 4 counts out.
- 2 counts in 2 counts out.
- 2 counts in 2 counts out.
- Take 16 counts to cross to the other side. Be creative with the way you get to the other side. Don't just walk for 16 counts.

Week 4 / April 4, 1998

Group 1 (first - second grade)

Warm-up

The following "riddle" is to be recited while the movement is initiated. Choose a pulse that works best for your students.

*Put your right hand up and raise it high.
Put your left hand up and touch the sky.
Put your right hand down
And your left hand too
Clap your hand together and say Yahoo!
Put your hands up
Put your hand down
Put your hand in the middle and turn yourself around.
Right hand in your chest
Left hand on your ear
Clap your hands together and give a great big cheer!*

This is the corresponding movement:

- Sit in a circle
- Right arm to the sky
- Left hand to the sky
- Right hand down
- Left hand down
- Clap, clap, clap, Yahoo!
- Both hands up
- Both hands down
- Both to the middle
- Turn around (*on bottoms*)
- Right hand on the chest
- Left hand on your ear
- Clap, clap, clap and give a cheer!

Part 1

Using Sound in Creative dance

- Use sound to inspire levels of movement, for example: high, middle, low. Use a different musical sound for each level.
- Play each sound and allow the children to move through space in high, middle, or low according to the sound.
- Get a partner
- Partnerships move together and continue changing levels.
- Occasionally stop the sound. When the sound stops, students to make an ending shape using each other's positive and negative space.
- When sound begins again, move through space in levels identified by the sound.

Part 2

Again, the music will determine the level you will be moving in.

- Divide the students into groups of two or three
- Travel around the room as a group
- When the music stops, each person chooses a shape in one of the three different levels.
- When the music begins, travel around the room individually.
- When the music stops, make a shape in a different level with people around you. Those people become your new group.
- Move through space again when the music begins, stay connected with the group.
- When music stops for the last time, everyone ends in large group shape using different levels.

Part 3

Make three lines across back wall

- Skip across.
- Leap 4 counts, and then skip 4 counts.
- Hop 4 counts, and then leap twice, 2 counts each.
- For example: hop 2,3,4
Leap right 2 counts
Leap left 2 counts

Group 2 (third - fifth grade)

Warm-up

- Sit Indian style.
- Loop/pulse over right knee 8 counts.
- Loop/pulse over left knee 8 count.
- Loop/pulse over middle 8 counts.
- Roll up the spine in 4 counts.
- Repeat entire sequence 4 times.

- Stretch/reach the left arm over the right side in 4 counts, reinitiate on each pulse.
- Repeat stretch/reach with the right arm on the left side.
- Stretch/reach the left arm in 2 counts.
- Repeat on the right.
- Stretch/reach the arms in 8 single counts, moving right, left, right, left, etc.

- Loops over legs (Sit with heels together and legs opened in front of you. Move the pelvis up and over in a looping pathway, the upper body will follow along.)
- Loop 3 times
- On the 4th loop, allow pelvis to initiate the back into rolling-up through the spine.

Part 1

Moving and reaching on the diagonals

- Reach high diagonal left, and reach high diagonal right. (Allow the lower body to step with all reaches.)

- Reach middle diagonal left, and right.
- Reach low diagonal left, and right.
- Choose a partner.
- Continue to stay in place. Face each other as you move through the above sequence again. Reach into the negative space of your partner.
- Next, travel 8 counts (reaching on the diagonals). Find your partner for 8 counts. (reaching into negative space). Repeat whole sequence with the music.

Part 2

- Divide the dancers into two groups, **A** and **B**.
- All dancers walk on the pulse of the music.
- Group **A** freezes into an interesting shape. Keep in mind levels and diagonals.
- Group **B** walks in between the frozen dancers. Group **B** may also walk through the empty spaces made by group **A** (ex: under legs).
- Group **B** freezes into an interesting shape. Keep in mind levels and diagonals.
- Group **A** walks between other frozen dancers, and through their empty spaces.
- Group **A** continues walking in space. They are now allowed to walk with other **A** dancers. Group **A** may also touch a frozen group **B** dancer to unfreeze them. That **B** dancer would then be free to also walk around the space. The dance ends with everyone walking on the pulse of the music again.

Part 3.a

- Find a partner.
- Line up across back of the room with partners.
- Partners pull each other across the floor. For example: pull towards you- turn - bring partner around to the other side. (Repeat for other partner.)
- Next, set up a diagonal to be a vacuum. We used the drummer as the end of our diagonal.
- Imagine you and your partner are being pulled by a huge vacuum towards the drummer.
- Encourage students to change levels and add turns.

Part 3.b

Allow partnerships to combine all 3 elements into their own movement phrase.

- Diagonal reaches with your partner
- Pulling your partner
- The giant vacuum on the diagonal
- Show each other movement sequences. Encourage the students to say something they enjoyed about the group studies

Part 4

- Standing in three lines
- Skip across the floor.
- Gallop across the floor
- Leap across the floor.
- End by allowing the students to put these steps into any combination that moves across the floor

- For example: skip 2,3,4
leap 5,6,7,8
gallop off

The Animal Story:

Once upon a time there was a place that was very very dry. This place had 2 tall trees, 7 big rocks, a cactus, a low bush, and it had a pool of deep blue water. In that water there lived a pretty fish. And that fish was feeling nice and fine.

All the animals came to that pool to drink. Remember this place was very very dry, and the pool was the only place the animals could drink when they were thirsty. Pitter patter, pitter patter, all the light footed animals came to drink. Bunnies came and monkeys too and the ostriches and pigs. They all came to get a drink. Boom boom boom all the heavy footed animals came to drink too. Boom, boom the bears came down and the alligators, tigers came and the hungry lion with the big big teeth came down to the water. "Hello pretty fish," said the lion. "What cha' doin'?" "Help," said the bunnies and the monkeys. "Help, help" said the ostriches and the pigs. "You're gonna need help," said the lion, "because I'm hungry." "Yes" said the bear and the tiger and the alligator too. "We're hungry." "Help help," said the light footed animals.

Who heard them? Why the unicorn. She came flying in to help, but she tripped over one of the seven rocks and spilled her magic dust over everything. Then, POOF! All of the animals began to spin. Why they began to spin and spin and spin faster and faster. They spun so fast they began to melt together. And they became new animals, magic animals.

Why there was an ostrich with a tiger and an elephant head. A bear and an alligator and a flying pig bird. A fish and a lion. A zebra and a bunny. They all melted together and made new animals. They were all friends now. No one was afraid. And this made them all feel nice and fine. "Let's dance," they said. "Let's dance a nice fine dance."

Saturday in the Studio 1999

For the fifth year in a row, Cleveland State University sponsored Saturday in the Studio, a unique opportunity for people of varied ages to participate in creative dance classes. Saturday in the Studio, supported by The Cleveland Foundation, includes eight consecutive Saturdays with adult sponsors and children dancing in simultaneously held classes. The classes explore creative and kinesthetic abilities through movement improvisation and dance sequences.

Artist/educators for the Saturday in the Studio program include: Lisa DeCato and Chris DiCello, founders of the Dance/Theater Collective and coordinators of interactive and interdisciplinary projects for students and senior citizens in the northeast Ohio community.

The goals of the program are many. Certainly, the directors expect to expand the existing audience for art events, promoting modern art forms in a community traditionally undeserved by the arts. Also, and more importantly, the directors communicate the idea that all the participants in the Saturday in the Studio program, from the youngest child to the oldest adult sponsor, are artists, that they each have something important to "say", and that the arts can serve as a vehicle for expression of their lives and their stories.

Promoting creativity is valued in the education of the young, but creative experiences rapidly fall away as the children grow older, and by adulthood there are very few opportunities for nurturing creative expression. This program is valuable and unique because it seeks to offer such opportunities.

The following lesson plans are given in hopes of helping others interested in similar projects.

Week 1 / March 6, 1999

Group 1 (first-second grade)

Warm-up

- Sitting in a circle, we began with a welcome and introduction of the teachers
- Remain in the circle
- Begin by moving the head, stop and hold it there when the teacher says freeze
- While keeping your head in the frozen place begin moving the shoulders in all directions. Freeze when the teacher says so.
- While keeping head and shoulders frozen add on by moving the arms, legs, and whole body in succession.

Rhythm Dance

- Each person will add a movement to this dance
- Still sitting in a circle the teacher begins by making the first rhythmic movement.
- A volunteer shares another rhythm. Everyone tries it, then repeats the 1st and 2nd rhythm in sequence.
- Choose another volunteer and continue the pattern (1, 12, 123, 1234 . . .) making the dance as long as you can remember. Seven rhythms + is a good goal.

Low, Middle, High

- Begin by asking volunteers to demonstrate moving in the low space, middle space, and high space.
- Next ask the students to move in the low space. (ex: crawling, rolling, sliding, etc.) Challenge them to move in their chosen low space adding a rhythmic sound to the movement.
- Now ask the students to move in the middle space (walking on all fours, turning in plie, squatting, etc.) Challenge them to find a way to connect with someone while remaining in their chosen shape. Once they are connected, tell them try to move across the floor, remaining connected.
- Last ask the students to move in the high space (ex: jumping, cartwheels, tip toe, etc.)
- Encourage the students to make these explorations using the entire space, breaking away from the circle.

Across the floor

- Gather the students onto one side of the room.
- Divide the students into 3 lines.
- In groups of 3, move from one side of the room to the other move high, medium, and low.
- Once everyone has arrived at the other side, repeat to the original side low, medium, and high.
- Next, remaining in 3 lines, skip from one side of the room to the other.
- Repeat
- Last, from 3 lines leap from right leg to left leg, and left leg to right leg. It is very helpful to 1st time "leapers" to put shoes out on the floor as an object to leap over. This usually differentiates a skip from a leap kinesthetically.

Shoe Maze

- Have everyone place one of their shoes onto the dance floor, leaving enough space between them for jumping.
- From one side of the room in groups of three, allow the students to choose 5 shoes to leap over and then finish by returning to their place in one of the 3 lines.

Finish

- Ask everyone to come back to the circle.
- Make special first day announcements.
- Thank everyone for coming and clap in appreciation of the class.

Week 1 / March 6, 1999

Group 2 (third - fifth grade)

Warm-up

- Sitting in a circle
- Warm up to find your center. Lift upper body and legs making a "V" position with the body. Balance there for 50 counts. Do you feel your center now?
- Sit up tall in Indian style
- Begin bouncing up and over the legs 4 right, 4 center, and 4 left.

- Put the legs out long in front of you. Walk the hands out, stretching the hamstrings. Then pretend like you're shoveling your hands in the sand as you take your body down and through to up and back. A circular pattern will be created.
- Open the legs into 2nd position and repeat walking the hands out, as well as the shovel scoops to the right, center, and left.
- Stand up and raise arms over head. Swing the arms down, allowing the lower body to respond. The neck will release and the bottom goes up to the ceiling. Repeat the swing 4 times. Jump on the bottom of the 4th swing.

Prancing

- Teach how to prance. Picture a horse prancing from right to left, jumping high up and over as you alternate feet.
- Make a prancing pattern:
 - Prance in place for 4 counts
 - Move forward in a prance for 4 counts.
 - Everyone does this individually all around the room.
 - Repeat . . .

Partner Prance

- Find a partner
- Choose person #1 and #2
- Stand side by side
- 8 bounces in place (bounces move up and down, bending knees, without feet leaving the floor)
- 8 prances forward
- Person #1 takes 8 counts to make an interesting shape. Hold that shape.
- Person #2 takes 8 counts to make an interesting shape.
- Person # 2 makes a new shape for 8 counts. Hold that shape.
- Person #1 makes a new shape for 8 counts.
- Find a way to connect the shapes.
- While connected, move together in your shapes
- Stand up in neutral position to repeat entire sequence.

Mirror Dance

- Find a new partner
- Choose person #1 and #2.
- Person #1 moves however they want, for as long as they want. Person #2 waits.
- The moment person #1 stops, person #2 begins moving however they want and for as long as they want.
- Repeat this pattern over and over again, trying to be sensitive to the movement of your partner. Play with short as well as long timings.
- Next with the same partner, initiate movement simultaneously. Being sensitive to the start and stop of your partner. Continue starting and stopping in repetition.

- Leave your partner, and focus on the entire class as your new group. The group will begin moving when it senses everyone is ready to begin. The group stops when everyone senses the group is ready to stop. Repeat . . .

Across the Floor

- Have the students stand in three lines, ready to move across the floor in groups of 3.
- Move as big as you can (reaching and extending into space) to as small as you can (contracting and shrinking) as you approach the other side.
- Repeat moving big >small, to the other side.

Leaps

- Leap across the room (see group 1 above for hints).
- Repeat leaps back across the room.

"Hop Scotch"

- Jump open in second position parallel (two feet).
- Jump to right foot (one foot).
- Jump open in second position parallel again (two feet).
- Jump to the left foot (one foot).
- Run, run, run, and leap
- Run, run, run, and leap
- Dancers should get across the floor in one repetition.

Week 2 / March 13, 1999

Groups 1 & 2 (First - Fifth Grades)

Guest teacher Marlene Leber is a dancer/educator in the Cleveland area. She is currently the dance program director at Hathaway Brown School as well as a dancer with the Dance/Theater Collective. Ms. Leber spent time in West Africa during the summer of 1998 where she learned the Kundum, a dance from Western Ghana. She came to Saturday in the Studio as a guest artist to share this dance with the students. This lesson gives practical movement guides as well as glimpses of the West African Culture and teaching styles including in depth discussion of the Kundum music as well as discussion of African metaphors and symbols.

Warm-up

The Name Game

- Stand in a circle
- The teacher gives their name and demonstrates a movement of their choice simultaneously.
- Everyone else repeats the name/movement.
- The next person in the circle gives their name/movement, and everyone repeats.
- Always go back to the first name/movement given, adding on as the game continues. The following pattern will develop: 1, 12, 123, 1234, 12345 . . .

***Discuss what made the name game easy to do.**

- REPETITION!

- A steady rhythm was created.
- Name and movement go together, helping us remember sequence.

****In African culture, a movement is always given a specific name. The name of the movement we will be learning is Kundum. Also, the African way to learn is to observe and imitate. Therefore we won't stop to answer questions. Students will imitate the movement of the teacher over and over until they get it right.***

The Kundum

The Kundum is a social dance done in Western Ghana done by men and women. It celebrates the harvest!

*All dances have an entrance and an exit. Also it is very important to listen to the drummer for transitions in the movement (ex: going from part 1 to part 2). This rhythm is titled the call. While in the learning stages with these young ones, the teacher called out the movement and the call to transition.

- Spread out in the space, finding a common front (mirror).
- Learning the entrance step: Marching left, right, left, right . . . Allow the right step to stomp harder, creating an accent in sound. Also allow that right step to bend lower. Next add the arms. Put the left arm over the chest, making a fist with the hand. Lengthen the right arm above the head in a pumping motion high and low in accordance with the marching (ex: right arm high with the left leg, and right arm low with the right leg.)
- After the entrance step is accomplished form a line in another area in order to make an entrance. We all went into the hallway. When you hear the drummer begin, start marching the entrance step in place. Follow the person in front of you into the dance space. The first person in line (teacher) will lead the line into a circle. Make sure the circle moves clockwise. This symbolizes the setting of the sun.
- Continue to repeat the march in the circle until you hear the call to transition. We did 3 repetitions.

Part 1.a

- The circle begins to file out, breaking away row by row into a mass group. Everyone facing front (mirrors). We had about 5 "lines" depth. All the while continue the marching entrance step. When the call comes march back 8 steps, then forward 8, back for 8, then forward again. The call will come to transition into part 2.

Part 2

- Step forward onto your left leg, reaching the right arm oppositionally (like you're reaching out for a cookie).
- Next step backwards on your right leg, back on your left, and forward on your right. The steps should be similar to a box step. Once you get the step, exaggerate the diagonals and side to side feel of the step. The arms should assist you by swinging at your sides (as if you were jogging). But always reach for the cookie on that first step!
- Next add the head. You will turn the head looking right, left, right, left . . . The head direction will be the same as the feet direction (step left/look left, step right/look right). Once you get the feel of this, allow the upper body to be slightly bent over.
- Repeat this until you hear the call. (We did it 4 times.)

Bring your body to neutral (parallel first, arms down at sides) before continuing on to part three.

- At this time Marlene called out, "Bring your feet to neutral". This is a standing position with feet facing forward and arms at your sides.
- In the more advanced class (third-fifth) Marlene called out, "move it to the left" and the group did the part 3 movement shifting to the left at each repetition. (4 times)

Part 3

- Side-gallop to the right for 8 counts (1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and)
- Side-gallop to the left for 8 counts " " " " "
- Continue in repetition
- Add the upper body. It is moving similar to part 2 with the head looking left/right and bent arms swinging oppositionally. Although the hands here should be open (jazz hands) like the number 5.

Part 4

- Call for the students to walk and make a circle (no talking). The drummer is still drumming. This is learning in the moment.
- Once the students form the circle call for them to do the side-gallop to the right as we did in part 3. It's important symbolism that the circle moves clockwise only.
- (At this time you may teach the correct way to transition to the circle by stopping to break down the movement or continuing with the drummer. That depends on the age of your dancers and how quickly they catch on. We will call this movement #4.)
- You jump forward on both feet, making a pushing gesture with the hands
- Next, step back right, back left, and front right with the hands making a pulling gesture to the left side. The finger-tips should be down, palms to the inside. This movement should feel similar to part 2, only with a jump instead of a reach.
- Once movement #4 is taught you may insert it as the correct transition to the circle in part 4. Use the jump, step, step, step to move you into a circle.
- Continue repeating #4 until the circle is complete. Then moving clockwise, repeat the side-gallop movement from part 3. Continue until you hear the call. Then begin movement #4 again in place.

Exit

- Come to neutral. Again, the call will initiate a transition, or change.
- Begin the marching step moving clockwise as we did in the beginning.
- After a few repetitions the line leader will break away and lead the dancers to exit the space, acknowledging the drummer as they march by.
- During our exit we marched out of the dance studio, and into the hallway.

Discussion

- Ask the students to sit down, giving them time to rest and reflect.
- Start the discussion by asking, "What did you have to do to learn this dance?"

Watching and observation is an important part of African culture. Children learn by observing their elders.

- Remember, we had to listen for the vocal calls to go into the next movement. In African culture the drummers give a "call" rhythmically. This call tells you it is time to transition to the next part. Stress at this time that words, music and dance are not taught separately in West Africa. All hold equal importance. That is one reason why it is important to acknowledge the drummer. Everyone is moving as one, including the musicians. If you do the Kundum dance, you must use Kundum music. (If not, it would be like us doing the Hokey Pokey to Mary Had a Little Lamb).
- We listened to a CD of real Kundum music. Have the children discuss which instruments they hear in the music. Our students heard rattles, drums, whistles, horns, and bells. It is also very fast! Twice as fast as we were moving, but our speed was appropriate for our age-group and first attempt. We also noticed the music did not have a down-beat like our American music, but rather a continuous rhythm stressing the relationship and rhythmic conversation of the instruments.

Deeper Meanings and Metaphors

- The circle is a metaphor for the rising sun.
- The right to left/ clockwise movement of the circle symbolizes the setting of the sun from right to left. Note that this is important in other parts of African culture as well. When shaking hands, Africans greet each other from right to left. We greet from left to right, reflecting the way we read.
- The cookie reach pulls us to the west and symbolizes gathering the harvest.
- Again, note in this lesson the teacher teaches by doing and everyone immediately following, not by stopping and explaining what to do. Having the drummer continue the rhythm in this process helps to keep the students engaged as well as the energy level up.

More Discussion (3rd - 5th grade)

- Why do they celebrate Kundum in the fall?
Harvest! They are so glad to have enough food for the up coming dry season. Therefore this dance should be a happy dance.

Week 3 / March 20, 1999

Group 1 (first - second grade)

The Kundum continued: Using African principles to create our own rhythm and song

Warm-up

- Sitting in a circle
- Begin a movement "exploration" with input from the children, guided by the teacher.
- How can we move the head? -Move the head in a circle
- How can we move the shoulders? -Roll the shoulders forward and backward
- How can we move the spine? -Swish the spine, waving back and forth
- Everyone stand up
- Bounce the body up and down, bending at the knees
- Take the bounces into jumps, from first to second positions

- Stop in second position to bend as deep as you can into a squatting position
- Stand on one leg and balance
- Switch to the other leg and balance
- Continue switching, and add a shaking of the free foot
- Come to neutral (standing on both feet)
- Now move your whole body by stretching everywhere (up, down, and out) moving however you'd like
- FREEZE!
- From the frozen shape, begin to lower down, as low as you can go, down to the floor
- Remember, no crashing bones

Learning Rhythm and Song

- Everyone sits in a circle
- The teacher claps out a rhythm by striking her thighs
- Everyone repeats the rhythm

Learning an African Song "Doga Dey"

- Begin by clapping a moderate 4/4 beat on the thighs.
- Repeat each phrase after the teacher (capital letters are stressed in pronunciation):
- "Doga Dey, doGa Dey, A-u"
- Everyone Repeats
- "Doga Dey, Lu, Lu, Lun, Ya"
- Everyone Repeats
- "Doga De-e-e-y" (hold Dey 3 counts)
- Everyone Repeats
- Doga Dey, Lu, Lu, Lun, Ya
- Everyone Repeats

This song means: There are many choices in this world and this is the choice that I have made. It is a song sung by a young African boy as he sat weaving at his loom. This was one of the first songs heard by Marlene Leber during her 1998 trip to Africa.

- Next have everyone stand and practice singing the song while "dancing", moving back and forth to the rhythm. Really stress that everyone try to sing and move at the same time.
- Last, perform the Kundum dance from lesson 2 while singing the "Doga Dey" song.

Making Up Your Own Song / Part 1

- Create your own song using nonsense words
- Discuss what a nonsense word is by asking, "Do you ever make up words?" Have the children give examples.
- Pick a few names from the children in class. Our names were: Brianna, Ariel, Antoinette, Micheala, and Cheryl.

- Ask the children how they want their names to be pronounced. Notice which syllables they emphasise when they say their name. For example, our children chose: Bri An Na, Ar-ri-el, Aaaan toinette, Mi KAAAa, Cher-ryl, Cher-ryl
- Then we put the new rhythmic names into 3 measures of 4/4 time
- Practice this song a few times
- Stand up and dance around the space singing this new song that we made.

Making Up Your Own Song / Part 2

- Now create the nonsense words by asking the children to take out certain sounds in the word. For example Brianna becomes Ri-ana. Ariel becomes Riel. Antoinette becomes Ant. Michaela becomes Ka-la, and Cheryl becomes Shh.
- Therefore our new rhythmic nonsense song becomes:

Week 3 / March 20, 1999
Group 2 (third - fifth grade)

Warm-up

- Everyone sits in a circle
- Reach to your right side and allow the reach to swing around the front part of the body to the right
- Reach to your left side and allow the reach to swing around to the right
 * * * * *
- Extend the legs long in front
- Walk the fingers forward and back
- Scoop under and up, repeating 3 times
- Reverse the scoops to over and pull back, repeating 3 times
 * * * * *
- Open legs to second position
- Reach up and over the right leg, allow the reach to swing around the front to the left leg
- Reach up and over the left leg, allow the reach to swing around the front to the right leg
- Bring legs together, bent in front of you, then extend them out to ong
- Repeat 3 times
- Last time roll back and bring legs up and over the head
- Roll back, putting feet on the floor and come up to standing
 * * * * *
- From standing, lift both arms overhead
- Swing the arms down and let the upper body release down with them, jump at the bottom of the swing (head to the floor, tail to the ceiling)
- Come back to standing in neutral, rise up to releve and down, repeat 3 times
 * * * * *
- Ask, how can we move our head? Circle head around
- How can we move our shoulders? Up and down very quickly
- How can we move our arms? Circle extended arms around forward and back
- How can we move our spine? Move spine forward and backward
- How can we move our hips? Move hips in a figure 8 pattern

- Warming up the legs: Hold right leg back (heel to bottom), release the leg into a front kick, and then put right leg back into a lunge.
- Repeat this pattern holding and kicking the left leg.

The Repetition Game

- Everyone sits in a circle
- The teacher claps out a rhythm and everyone else repeats it
- The teacher then begins to clap out a steady rhythm on her thighs. Everyone joins in.
- She begins singing the Doga Dey song. (See Group 1 / March 20, 1999 for complete instructions)

Discussion and Exploration

- The song is about a little boy who works weaving cloths on a loom. He is happy with the choice he's made. What are some of the choices you have made? What are you good at?
- It is important to stress watching and listening very well during these repetitive excersises. Give confirmation to the students for doing so.
- Stand up, move back and forth and clap the beat on your thighs while singing the Doga Dey song.
- Allow the movement to expand, and encourage the students to move around the room dancing and singing Doga Dey simeltaneously.
- Ask the students: How does it feel to sing and dance at the same time? What made it difficult? What made it easy?

Making Up Your Own Song / Part 1

- Choose 4-5 volunteers
- Use their names to make a song (see Group 1 / March 20, 1999)
- The names we used were Sarah, Samia, Jasmine, and Shamyra
- Find our how many syllables are in each name?
- Ask the children to choose how their names will be pronounced rhythmically
- Our children chose:
Sa -Rah, Sa -Mi -A, Jas -Min, Sha -Mi-ra
- Clap out this new rhythm and sing it.
- Now move around the room singing and clapping the new song

Making Up Your Own Song / Part 2

- To finish out nonsense song, have the children choose which sounds they want to take out of their names
- Our children chose: Sa -Ya, Mi-A, Jas-in, My-ra
- Now do the Kundum dance to the new "nonsense" song (see lesson 2 for Kundum choreography)

Group 1 (first - second grade)

Warm-up

- Gather in a circle
- Begin in a crouched position on the floor
- Rise to an interesting shape for 8 counts
- Balance
- Lower for 8 counts
- Repeat and encourage the dancers to make shapes in all levels

Molding and Matching Shapes (African Animals)

- Close your eyes and think of Africa. Think about your favorite animals. What do they look like? How do they walk?
- Choose a partner. Designate partner #1 and partner #2.
- Partner 1 begins in a crouched position on the floor.
- Partner 2 then molds #1 like a piece of clay, moving that person to mimic the shape of the African animal they imagined.
- Stress to the children that they be very gentle with one another, and there should be no talking.
- After partner 1 has been molded, partner 2 takes the shape as well.
- Both partners begin to walk as that animal would walk.
- Freeze when the drummer stops playing.
- Switch partners and repeat.

Make Up Your Own Animal

- Sit facing your partner.
- Discuss what you want your made-up animal to look like. (For example: It could look like an elephant with a giraffe's neck, yet be the size of a chipmunk.)
- Talk about how that animal might move.
- Each duet discusses their ideas with the group.

Make The Animals Come Alive

- Each partnership works together to create the shape of the new animal. For example, #1 might be the head, and #2 a second head.
- Everyone comes back to sit in a circle and discusses the land where these animals might live. For example: In blue water, in tall grass, or on the rocks.
- Write a group story about the habitat of these animals, and what happens in it. Take turns sharing your ideas that you previously discussed in duets in order to come up with the new story.

Our story came out like this:

One upon a time. There was a big fish. That lived in the deep blue calm water. That fish was feeling nice and fine. Along came a hungry lion with big, big, big, sharp teeth. "Hello pretty fish, What's ya doin'?" Then, all of the sudden, pitter patter, pitter patter, pitter patter, the light footed animal came to the waters edge, hungry too. Alligators, tigers, monkeys, bunnies, zebras, ostriches, and flying pigs, gathered around

the water too. Help said the bunny, the zebra, the ostrich, and the flying pigs. The alligator, tigers, monkeys, and lions said, your gonna need help cause I'm hungry. Help, help said the bunny, the zebra, the ostrich, and the flying pigs. And who heard this? The unicorn who came flying in, but she tripped over the rocks and spilled her magical dust over everything. Then in a poof, all of the animals began to spin and spin, and spin, and spin, and spin! They spun so fast that they all melted together and became new animals who were friends. And these animals were: an ostrich with a tiger and elephant head; a bear and an alligator; a fish and a lion; a zebra and a bunny; a flying pig bird; and the small footed thing changed magically into a big footed thing.

Making the Dance

- Two people lie down straight to make the waters edges.
- Another person (a fish) is swimming in the water.
- Then each animal comes to the waters edge.
- The lion approaches and all the other animals approach separately when their name is called.
- The unicorn enters and trips, spilling magic dust.
- Everyone begins to spin and spin and spin and spin.
- Then the partners melt together and make new animal shapes.
- These shapes move around the space until the music stops.

Across the floor

- Stand in three lines.
- Take big skips across the floor.
- Complete on the right and left.
- Next change skips into crazy skips (going forward, backward, side to side, etc.)

Closing

- Stand in the three lines.
- Move across the floor any way you wish.

Week 4 / March 27, 1999
Group 2 (third - fifth grade)

Warm-up

Side/Arm Reaches

- Sit in a circle
- Sit Indian style with arms extended out to the sides
- Stretch to one side and then the other
- Reach to the right in 4 repetitions
- Reach to the left in 4 repetitions
- Reach right for 2
- Reach left for 2
- Reach right and left in one beat (four total)
- Each time you reach, reach further and further

Hamstring Stretch

- Extend the legs out in front
- Shovel the sand down and up in a scooping motion by sliding the arms and hands along the floor, beside the legs. Repeat four times.
- Repeat this same exercise scooping from top to bottom, four times
- Reach forward over legs as far as you can and stretch.

Overall Body Stretch

- Sitting on the floor, open the legs into second position
- Slide the right hand down the left leg
- Allow the arms to open up as you come up and over the top
- Then reach back over the right shoulder and to the floor.
- Roll over on the belly
- Allow that roll to bring you back up into second position.
- Repeat this entire exercise on the right side.

Standing Up

- Take four big swings. Hands lifted overhead, lower the pelvis, release the knees and swing down, (you be able to look through your legs)
- At the bottom of the fourth swing, jump.
- When you come back up rise to your toes and balance
- Repeat the entire sequence four times

Bounces and Jumps

- Standing in parallel position, bounce (hips and knees flexing) 8 times, then jump 8 times
- Open into second position parallel, bounce 8 then jump 8
- Open the rotation of the second position for 8 counts, then jump 8 counts

Making a Dance

- Think of things you might do that are work related: washing dishes, chopping wood, folding clothes, or ironing.

This is the movement we made for each:

Washing dishes - shift from side to side, legs are open in 2nd position, take the right arm and slide it out in front of you as if you were washing dishes, the left hand is open as if you were holding dishes.

Chopping wood - Rocking back and forth on the legs, hands clap together from back, moving up and over the shoulder and down. Done in a "123" swing time.

Chopping wood variation - 1 regular chop

1 regular chop

chop, chop (jumping underneath)

1 regular chop

Folding clothes - Hands are in blades, placing right arm over left arm a few inches above the other as if you were stacking.

Folding clothes variation - start crouched very low and stack it all the way up to releve

- Try putting what we have all together in a sequence: 4 washing dishes, 1 chopping wood, and 8 counts of stacking clothes

Ironing - Touch your finger to your tongue, then touch the make believe iron in your left hand. Quickly pull away and shake the fingers. The right hand and arm moves forward as if ironing on an ironing board. Run forward as you do this. Then run back as you pull the ironing board back.

- Now try to put all of the movement phrases together: 4 washing dishes, 1 chopping wood, 8 counts of folding clothes, and Ironing 3 times forward and back.

Make your own dance

- Divide the class into two groups (we had about 7 in each of our groups)
- Each group will make their own dance
- As a group, decide which chores to use
- Decide how many times to repeat them
- Put it all together
- Show your finished dance to the other group

Our group's made the following:

Chris's group:

1. Brooms swinging and shaking 4 times
2. Wash clothes and ring them out
3. Touch in, and away 4 times
4. Serpentine moving, vacuuming with thumb
5. Flowers grow and then cut them off

Tamara's group:

1. Vacuum
2. Lawn mower (prancing)
3. Brush hair
4. Make the bed with a jump
5. Hoses
6. Cleaning the cat litter

Moving across the floor

- Standing in tree lines
- Move wide (jump 2 feet), and narrow (jump 1 foot), and wide and narrow
Run, run, run, run,
- Repeat

Step Leaps

- Step leaps across the floor from smallest to biggest
- Repeat across from the other side
(our drummer assisted by getting louder as the movement got bigger)

Closing

- From the three lines
- Move across the floor any way you wish

Week 5 / April 3, 1999

Group 1 (first - second grade)

Warm-up

- Begin in a crouched position on the floor
- Rise to an interesting shape for 8 counts
- Balance
- Lower for 8 counts
- Repeat and encourage the dancers to make shapes in all levels

Choose a Partner

- Choose person 1 and person 2 in the group
- #1 move into a shape
- #2 move into a shape that connects to that shape utilizing a different level
- Then #2 moves into a new shape
- #1 moves into a new shape connecting to #2
- Repeat entire sequence

Variation

- #1 run to a new place in space
- #1 8 counts to make a shape and hold
- #2 run after #1 and 8 counts to connect to their shape
- #1 and #2 remain connected and move forward together in space
- Repeat with #2 running away to begin

Clarifying our Story

We took time to clarify our story from last week by giving the new animals proper names that we made up ourselves. We also clarified the environment:

Once upon a time there was a place that was very very dry. This place had 2 tall trees, 7 big rocks, a cactus, a low bush, and it had a pool of deep blue water. In that water there lived a pretty fish. And that fish was feeling nice and fine.

All the animals came to that pool to drink. Remember this place was very very dry, and the pool was the only place the animals could drink when they were thirsty. Pitter patter, pitter patter, all the light footed animals came to drink. Bunnies came and monkeys too and the ostriches and pigs. They all came to get a drink. Boom boom boom all the heavy footed animals came to drink too. Boom, boom the bears came down and the alligators, tigers came and the hungry

lion with the big big teeth came down to the water. "Hello pretty fish," said the lion. "What cha' doin'?" "Help," said the bunnies and the monkeys. "Help, help" said the ostriches and the pigs. "You're gonna need help," said the lion, "because I'm hungry." "Yes" said the bear and the tiger and the alligator too. "We're hungry." "Help help," said the light footed animals.

Who heard them? Why the unicorn. She came flying in to help, but she tripped over one of the seven rocks and spilled her magic dust over everything. Then, POOF! All of the animals began to spin. Why they began to spin and spin and spin faster and faster. They spun so fast they began to melt together. And they became new animals, magic animals. Why there was an ostrich with a tiger and an elephant head. A bear and an alligator and a flying pig bird. A fish and a lion. A zebra and a bunny. They all melted together and made new animals. They were all friends now. No one was afraid. And this made them all feel nice and fine. "Let's dance," they said. "Let's dance a nice fine dance."

Clarifying Movement

- We talked about the different animals in our story and clarified how they move. We began by discussing what we know about each animal. Use the information to move like each animal would

***Move like an ostrich:** They have big feet with 3 toes, little wings and a long neck, they can run very fast.*

***Move like a tiger:** They walk on all fours, they pounce, they can move very quickly, they growl (we made the growl visible by rocking back on the floor and reaching/scratching with our arms very quickly)*

***Move like an elephant:** They have a long trunk, big floppy ears, a big body, and heavy feet, although they move very quietly.*

- Next, put the 3 animals together to make movement:
- Use the movement ideas of the above animals and combine them in your duet or trio. You must stay connected.
- Move to the music and come to an end when the music stops.
- Take time to split up into 2 groups and look at each other's animals.

Group Celebration Dance

- Make this dance together as a group, taking suggestions from the students.

This is what we made:

- Stand in a circle
- Chasse side right and flap arms long
- Skip into center with turns
- Hold hands - get low and quick feet around in a circle
- Skip out - Skip in 4 times - skip out
- Skip turns around the circle right, slapping left fist with right hand
- Half of the group is selected to go into the center of circle and dance freestyle
- Join the outside of circle again
- The other half enters the center and they dance freestyle

Group 2 (third - fifth grade)

Warm-up

- Take head around in a circle
- Change directions.
- Make the circles a little bigger, including shoulders
- Then include the ribs
- Include the waist
- Repeat 6 circles all together.

Side/Arm Reaches

- Sit Indian style with arms extended out to the sides
- Stretch to one side and then the other
- Reach to the right in 4 repetitions
- Reach to the left in 4 repetitions
- Reach right for 2
- Reach left for 2
- Reach right and left in one beat (four total)
- Each time you reach, reach further and further

Hamstring Stretches

- Extend legs long in front of you. Scoop down and up 4 times.
- Come into a ball
- Repeat

Overall Body Stretch

- Open legs into second position
- Scoop down left leg with the right hand
- Open up, roll to the right to the belly
- Come to the knees, and then standing
- Rise up to do two drop swings
- Send your bottom to the floor, sitting down again
- Open legs to second position
- Repeat sequence on the right leg, initiating with the left hand

Discussion: making movement

- Discuss different chores, and make a list of them.
- Discuss different ways to manipulate movement. (For example: Change the pathway or make the movement bigger)

***Raking leaves:** leap over from right to left, step back, back, back and leap over again. During the leap hands are clasped over head and arms have a sweeping motion.*

Washing dishes: *We tried different body parts, like wash with the head or shoulders. Our variation ended up like this - Swivel legs right and left in circles (from the knees) in four counts each. Then shape the arms into a circle, place your head in the circle and circle the head.*

Planting the garden: *From a squatting position, with hand in a cupped shape, dig right, dig left, then dig both up and over the head very fast.*

The Process / Making a Chore Dance Out of Vacuuming:

- Our directive was to try and make this a big and slow movement
- Everyone tries to make something on their own
- Then the teacher calls out, "Choose another person's dance that you like and do it their way."
- Continue calling out this directive until everyone is doing the same movement in 1 group.
- Our movement became: Step left side for 2 and right for 2 while moving the arms in a vacuuming motion

The Process / Making a Chore Dance Out of Laundry :

- Find a way to move on your own
- Choose someone's way you like
- All of this happens in process, it helps to keep the drummer drumming or music playing
- Continue choosing to join another group you like until everyone is doing the same movement
- Our movement was: Reach left arm down and up with a curve.
Reach right arm down and up with a curve.
March in place with hands waving down.
March in place with arms and hands stacking upward.

Turning Movement into Choreography

- When you make a dance you must first make the movement
- Then you must decide how many times to do the movement?
- Who will do the movement?
- We decided to make 2 separate dances, dividing the class in half:

Chris's Group

1. Begin in a circle
2. Right arm up
3. Laundry
4. Go to the center on wave
5. On stack walk back and repeat
6. Rake leaves in a 9 part cannon
7. Rake all together 2 times
8. Everyone face forward forming two lines
9. Washing dishes variation

Tamara's Group

1. Vacuuming
2. Washing dishes
3. Form a line (face back and front variation)

4. Jog in a circle
5. Rake into a circle
6. Plant seeds
7. Begin to form line by moving forward with laundry variation

Week 6 / April 10, 1999
Groups 1 & 2 (first - fifth grade)

We had the opportunity to work with a guest artist and make our own costumes (in preparation for the concert April 24, 1999). The style of the costumes are based on African dress. We made our own cloth designs to be worn as skirts for the girls and sashes for the boys.

Supplies

- These are the supplies you will need to make the African inspired garments: Drop-cloths; fabric paints (we used black, red, and yellow); three yard length, plain white fabric pieces (1 per person); paint brushes; and Styrofoam pieces (Styrofoam plates can be used).

The Process

- The first step is to lay out the drop cloths and place the fabric pieces on top of the drop cloth.
- The next step is to create your template. To do this, take a flat piece of Styrofoam (if using Styrofoam plates, you will have to cut off the edges). Then, using the pointed end of the paint brush carve a design into the Styrofoam. Some possible ideas we used were symbols used in African culture to represent things like harvest, the sun, water, the moon etc. Or you can draw your own symbols, drawing from your own imagination.
- Then, choose the fabric you intend to design and set up the supplies (paint, paint-brushes, and Styrofoam plates) near your work station. Pour each of the different colors onto a different plate.
- The next step is to choose a paint color and put the paint all over the Styrofoam template you've created. Be careful not to put too much paint onto your template. If this happens, the crevices of the design are filled with paint and your print will not come out cleanly.
- Next, place the Styrofoam template down onto the white fabric. Do this over and over again until your fabric is covered to your liking. Add more paint or switch colors when necessary.

Other Ideas:

- Try sharing templates with your friends to get more variation in your design.
- Try putting more than one color on your template for more complex designs.
- Discourage the students from using their own hand or foot prints to make designs, it creates a horrible mess.
- Feel free to add accents (borders, polka dots, or squiggly lines) to your new garment by painting freestyle with the paintbrushes.
- Allow the new garments to air-dry for 2-3 hours.

In Closing

- In the performance the fabrics are used as skirts and sashes. Each girl was given a piece of elastic to tie around her waist. The fabric was stuffed into the elastic, then pulled and tugged to get a desired "poofed" effect (fabric going up and out). For the boys, tie the sashes on a diagonal from over their right shoulder to their left hip

Week 7 / April 17, 1999

Groups 1 (first - second grade)

- Reviewed/modified Storydance and Kundum for next week's performance.

10:00 Story/Celebration Dance

1. Set the environment: 2 tall trees, 7 rocks, water (four people make the waves and water edges), 1 fish, 1 small shrub, and 1 cactus
2. Everyone make the shape of their landscape
3. When the story describes the different animals coming to the water hole, become your animal
4. Everyone is gathered around the water and jumps every time the storyteller says "HELP!"
5. Then jump and change shape every time "HELP!" is said
6. The lion then moves with big reaching arms (like the mane)
7. The unicorn comes in and trips over a rock, then rolls to the ground
8. Everyone begins to spin and spin and spin, then they come together with their partners to make the new animals. Move around the space as that new animal.
9. Form a circle and perform the celebration dance.

African Traditional Dance - The Kundum

1. March out with pumping arms, marching in a circle (2 and 1/2 to 3 times)
 2. A leader initiates the circle to move into 4 horizontal lines of 6 people each (One adult leading each line)
 3. The leader will look to make sure everyone is ready
 4. Everyone walks forward for 8 pulses
 5. Everyone walks back for 8 pulses
 6. Repeat forward and back (all will do two sets total)
 7. Grab the cookie four times
 8. Grab the cookie four times moving to the right
 9. Chasse to the side with switching arms in 8 pulses (4 sets)
 10. Transition jumps to get into the circle 8 times
 11. In circle chasse with switching arms in 8 pulses (2 sets) to the right
 12. Transition jumps (4 sets) The last jump, feet must land together
 13. March it out in the circle again
- The drummer will get softer and the dancers will march lower and lower until they get to the floor.

Week 7 / April 17, 1999

Group 2 (third - fifth grade)

- Reviewed/modified "chore" dances (Chris and Tamara's dances) and the Kundum for next week's performance.

Chris's Dance (See March 27, 1999 / Group 2)

1. Brooms swinging and shaking 4 times
2. Wash clothes and ring them out
3. Touch in, and away 4 times
4. Serpentine moving, vacuuming with thumb
5. Flowers grow and then cut them off

Tamara's Dance (See April 3, 1999 / Group 2)

1. Two lines facing two lines at center stage. They vacuum (step together step) moving from right to left. (The lines will move in opposition)
2. Remember, everyone must move to the right first, and you must stay in your lines
3. Repeat vacuuming 4 times
4. In same lines, do washing with jumping variation -wash (leg)(leg), jump to face the outside
5. Line dance- go down the center with a partner. There should be an even number of dancers in each line. Lines continue to move upstage leg side together to keep the lines moving
6. Rake into a circle (8 repetitions)
7. *8 counts to move to scattered places
8. Plant the seeds-dig on a low level and a high level, changing every 4 counts (each dig should show a different place -side, diagonal, back, etc.)
9. Laundry variation using moving feet to travel into 2 lines (4 repetitions of full set)

African Traditional Dance - The Kundum

1. March out with pumping arms, marching in a circle (2 and 1/2 to 3 times)
2. A leader initiates the circle to move into 4 horizontal lines of 6 people each (One adult leading each line)
3. The leader will look to make sure everyone is ready
4. Everyone walks forward for 8 pulses
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8. Grab the cookie four times moving to the right
9. Chasse to the side with switching arms in 8 pulses (4 sets)
10. Transition jumps to get into the circle 8 times
11. In circle chasse with switching arms in 8 pulses (2 sets) to the right
12. Transition jumps (4 sets) The last jump, feet must land together
13. March it out in the circle again
14. The drummer will get softer and the dancers will march lower and lower until they get to the floor.

Week 8 / April 25, 1999
Groups 1 & 2 (first - fifth grade)

Both classes used their class-time as a review and dress rehearsal. Then everyone took a break for lunch. Finally we all came back together and performed for family and friends at 2:00 PM.