

## Lesson Plan

### Pas de Chat



**Grade Level/Age:** PreK, 3-5 year olds

**Overview:** This lesson plan is for a 3 hour summer camp session at a private studio.

**Description of Student Work:** Learn the basic history of ballet and the reason most ballet steps have French names. We will use “pas de chat” as our example.

- Read the story Ballet Cat by Fiona Ross.
- Execute pas de chat correctly, and understand it's meaning (translation). Visualize how pas de chat looks like a cat.
- Improvise movement, including pas de chat, in short phrases. Share with classmates.
- Create the pas de chat cat puppet craft, allowing hip and knee joints to move so that the cat can execute his/her own pas de chat.

#### **Standards Addressed:**

DA:Cr2.1.PK.a – improvise dance that starts and stops on cue

DA:C43.1.K.b – depict a dance movement by drawing a picture or using a symbol

DA:Pr5.1.PK.b – move in general space and start and stop on cue while maintaining personal space

DA:Pr5.1 K.c – move body parts in relation to other body parts and repeat and recall movement upon request

DA:Pr6.1.K.a – dance for and with others in a designated space

DA:Pr8.1.K.a – observe movement and describe it using simple dance terminology

DA:Cn11.1.2.a – observe a dance (step) and relate the movement to the people or environment in which the dance was created or performed

#### **Assessment Criteria:**

- Attentively listen to story, Ballet Cat by Fiona Ross.
- Repeat movement appropriate for age and developmental level.
- Actively participate in class improvisation.
- Perform for peers, or attentively observe performance by peers.
- Complete cat puppet craft, appropriate for age and developmental level.

## Teaching Required

**Prior Knowledge/Warm-Up:** Read the book Ballet Cat, and discuss basic ballet history and French terminology. Execute some of the basic ballet steps seen in the book as a warm-up activity. Emphasize hips and knees, and that these joints are also the joints that will move for the cat puppet craft.

### Exploring New Knowledge:

- Teacher instructs pas de chat step for students to repeat and execute on their own.
- Teacher leads improvisation, encouraging students to incorporate pas de chat movement in improvisation.
- Students are split into two groups (one dancing, one observing). Students practice appropriate audience etiquette as their classmates share improvisational skills and steps.

**Cool-Down/Reflection on Learning:** Use some of the students' favorite improvised movements at a slower tempo to cool down. Review pas de chat movement as a “slow cat”. Create the cat puppet craft, using the cat puppet to execute the pas de chat.

### Resources Needed:

- Book: [http://www.amazon.com/Ballet-Cat-Fiona-Ross/dp/1406354538/ref=sr\\_1\\_8?ie=UTF8&qid=1436046721&sr=8-8&keywords=ballet+cat&pebp=1436046811651&perid=043296VV2E46XHNF99MT](http://www.amazon.com/Ballet-Cat-Fiona-Ross/dp/1406354538/ref=sr_1_8?ie=UTF8&qid=1436046721&sr=8-8&keywords=ballet+cat&pebp=1436046811651&perid=043296VV2E46XHNF99MT)
- Studio space, sound system
- Cat craft directions and materials: <http://www.craftideas.com/projects/details/6561/cat-dog-puppets>

**The NCAS Standards in Dance Resources** include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

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