



Flamenco Dance Residency—5th Grade

Introduction

The Flamenco del Sol Flamenco Dance week-long Residency is primarily a dance workshop, although we introduce information about the historical and cultural roots of the art form, related geography, as well as World Language vocabulary. The suggested pre and post activities will further support contextualization of the experience.

Pre-residency activities

First 10-minute PRE activity:

Flamenco is a unique art form that includes music, dance, poetry and art. PROMPT: Where does Flamenco come from?

- Brainstorm together things that represent Flamenco (words, pictures, thoughts)--take notes and create a wordle of what your students think it is now--we will create another one of what they think it is after our residency.
- The word Flamenco actual comes from the Arabic words '*felag-mengu*' which means wandering peasant. PROMPT: Why might there be an Arabic word to describe the art form.

Second 10-minute PRE activity:

- Locate Spain on a map, notice the surrounding countries (France, Portugal, the African Continent). PROMPT: What languages do they speak in Spain and the surrounding areas?
- We talked about Flamenco coming from an Arabic word. The Moors ruled Spain for almost 800 years, from 711 until 1492! What well-known historical event happened in 1492? (Columbus sailed the ocean blue)...Longer than the United States has been a country! In 711 the Islamic *Moors* of Arab and Berber descent in North Africa crossed the Strait of Gibraltar onto the Iberian Peninsula, and in a series of raids they conquered Visigoth Christian Hispania. Their general, Tariq ibn Ziyad, brought most of Iberia under Islamic *rule* in an eight-year campaign.
- Locate the Spanish province of Andalucía. Notice some on the names of the larger cities. PROMPT: What do you think it is like there?



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- **EXTENSION:** either on their cell phones, computers or as a group--research the web and find images of Andalucía--architecture, agriculture, industry, notable places and people. (If you do not allow devices in class, come prepared with five distinct images you found) **PROMPT:** Based on what we talked about yesterday and saw on our map and the surrounding countries and languages as well as the architecture--what cultures, languages and people might have influenced the culture of Andalucía?

Post-residency activity

Now that you have experienced Flamenco, brainstorm together things that represent Flamenco to you now (words, pictures, thoughts)--take notes and create a *wordle* of what the students now understand Flamenco to be. They can use words in English or Spanish (or Arabic).

Standards

These are some of the standards that are covered in our residency. Each day is structured in this way: warm up, focus on specific movement, construction of steps, and construction of combinations, run through of choreography. As we progress across the five days we weave World Language vocabulary, cultural, geographical and historical references into our warm up, focuses on flamenco postures, arm and hand movements and footwork. From day one we begin constructing combinations that will build our final choreography.

DA.5.S.2.1

Demonstrate the ability to focus and maintain presence during dance classes and performances.

Subject Area: Dance

Grade: 5

Big Idea: Skills, Techniques, and Processes

Enduring Understanding: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

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DA.5.S.2.3

Follow and repeat movement on the opposite side of the body or in reverse order.

Subject Area: Dance

Grade: 5

Big Idea: Skills, Techniques, and Processes

Enduring Understanding: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

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DA.5.O.3.2

Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.

Subject Area: Dance

Grade: 5

Big Idea: Organizational Structure

Enduring Understanding: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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DA.5.H.1.1

Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.

Subject Area: Dance

Grade: 5

Big Idea: Historical and Global Connections

Enduring Understanding: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

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DA.5.H.1.2

Describe the dances, music, and authentic costumes from specified world cultures.



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DA.5.H.2.1

Describe historical developments and the continuing evolution of various dance forms.

Subject Area: Dance

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Big Idea: Historical and Global Connections

Enduring Understanding: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

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DA.5.H.3.5

Identify the use of world languages in various dance genres.

Subject Area: Dance

Grade: 5

Big Idea: Historical and Global Connections

Enduring Understanding: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

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