



Flamenco Dance Residency--*Middle School*

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 Visigothic Christian Hispania. Their general, Tariq ibn Ziyad, brought most of Iberia under Islamic *rule* in an eight-year campaign.
- Locate the Spanish province of Andalucia. Notice some on the names of the larger cities. PROMPT: What do you think it is like there?



Flamenco Dance Residency--*Middle School*

- EXTENSION: either on their cell phones, computers or as a group--research the web and find images of Andalucia--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 Andalucia?

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.68.H.3.5

Practice using world languages and accurate dance terminology suitable to each dance genre.

Subject Area: Dance

Grade: 68

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.](#)

Date Adopted or Revised: 12/10

Status: State Board Approved



Flamenco Dance Residency--*Middle School*

DA.68.C.1.2

Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.

Subject Area: Dance

Grade: 68

Big Idea: Critical Thinking and Reflection

Enduring Understanding: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Date Adopted or Revised: 12/10

Status: State Board Approved

DA.68.S.2.2

Memorize and replicate movement sequences with speed and accuracy in class or audition settings.

Subject Area: Dance

Grade: 68

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.](#)

Date Adopted or Revised: 12/10

Status: State Board Approved

DA.68.S.2.5

Rehearse to improve the performance quality of dance pieces.

Subject Area: Dance

Grade: 68

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.](#)

Date Adopted or Revised: 12/10

Status: State Board Approved



Flamenco Dance Residency--*Middle School*

DA.68.H.1.1

Identify and execute characteristic rhythms in dances representing one or more cultures.

Subject Area: Dance

Grade: 68

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\(d\).](#)

Date Adopted or Revised: 12/10

Status: State Board Approved

DA.68.S.3.4

Perform, using dance technique, with musical accuracy and expression.

Subject Area: Dance

Grade: 68

Big Idea: Skills, Techniques, and Processes

Enduring Understanding: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Date Adopted or Revised: 12/10

Status: State Board Approved

DA.68.S.3.8

Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.

Subject Area: Dance

Grade: 68

Big Idea: Skills, Techniques, and Processes

Enduring Understanding: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Date Adopted or Revised: 12/10

Status: State Board Approved



Flamenco Dance Residency--*Middle School*