

# Secondary Dance Resources in the Time of Distance Learning



# Home Continuity of Learning

Important Information

---



---

# Home Continuity of Learning

Important Information

---



1:50



# Online Conferencing Tools through the LMS



Flyer with complete features can be found at:

[bit.ly/LMSConferencingApps](https://bit.ly/LMSConferencingApps)

# Online Conferencing District Guidelines

- Students/teachers are reminded to adhere to BUL 999.13 [Responsible Use Policy](#).
- Sessions include a teacher and 2 or more students.
- Sessions involving students must not be recorded.
- For additional security, teacher/host will need to admit students from a virtual “waiting room” in Zoom.



## Thoughts on Teaching Dance Virtually:

Consider student safety and teacher liability:  
Our students need safe spaces to dance even when learning takes place virtually. This is part of their dance education.

Vet specific content on any site ahead of time and make sure it is aligned to the CA State Arts standards and appropriate.

Copyright issues – both music and movement

# Online Resources for Secondary Dance

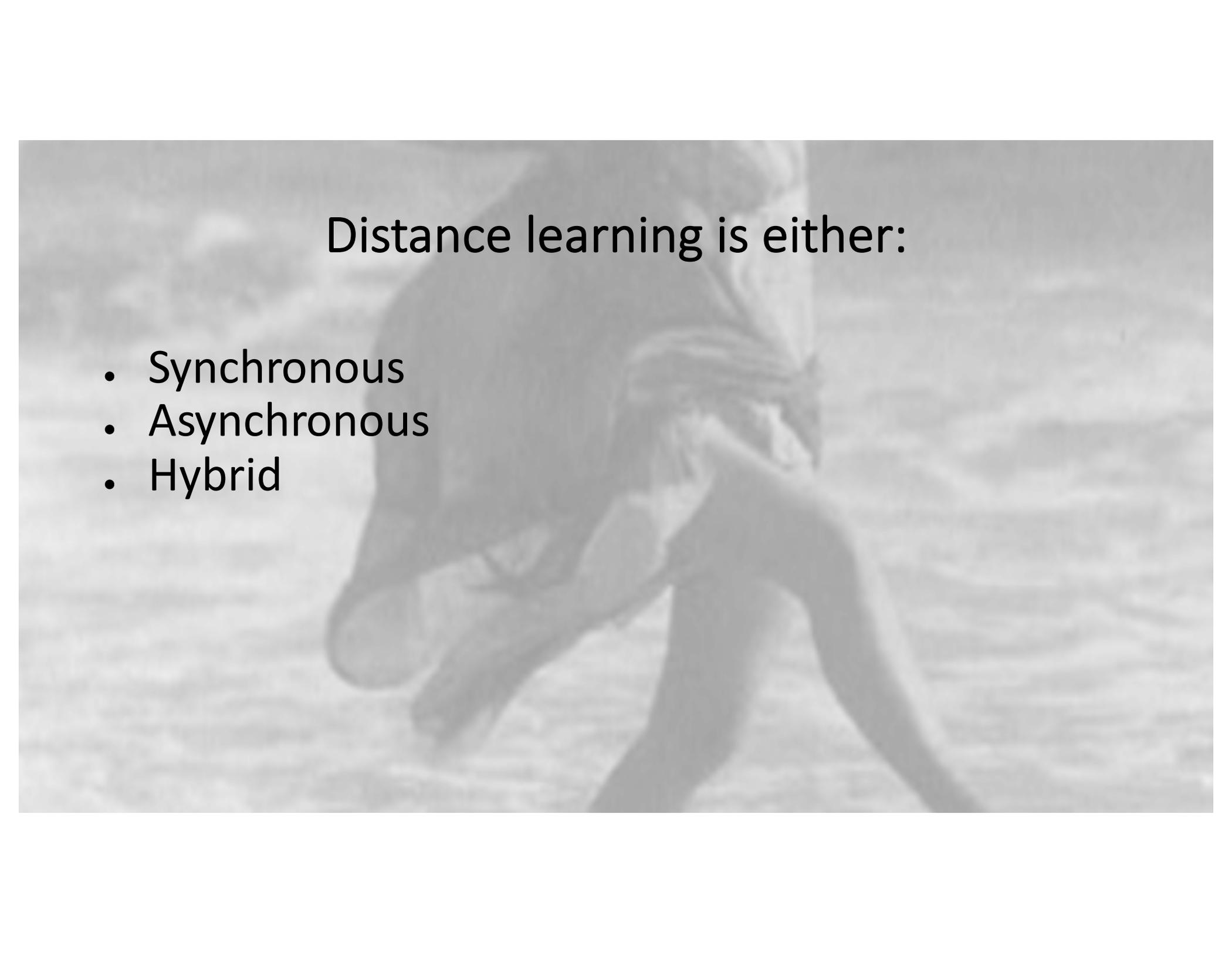


## **Online Resources Defined:**

In general, online learning consists of **Web** pages, documents or media on the **Internet** that provide useful information. While an **online resource** is typically informational and educational in nature, any support software available **online** can also be considered a **resource**.

## **Online Learning/Distance Learning:**

In a nutshell, the key difference between online learning and distance learning is geography. Students can be together with an instructor and use online learning, but distance learning implies that students and instructor are separated. Distance learning can also be called virtual learning or remote learning.



## Distance learning is either:

- Synchronous
- Asynchronous
- Hybrid

# Examples of Synchronous Learning

- **Chat:** Synchronous chat rooms allow multiple users to log in and interact. This is a great way to ask questions and to share resources and insights. Many online course modules have chat interfaces built in, so you could participate right from your browser.
- **Voice (telephone or voice-over IP):** If you work in a business setting, this might be familiar. Some courses might enable you to conference call with your professor and peers, using either your computer or phone.
- **Video or web conferencing:** This type of feature could be a great option, especially if you want to mimic a classroom experience! Using your webcam, you could talk to learners face-to-face, share media (like documents, presentations, and poll questions) and more! In some cases, learners might even be able to save the video or web conference to review later.
- **Live Streaming:** Some synchronous learning programs may go a step further in emulating the traditional classroom, by live streaming as if you were sitting in the classroom with them! In many cases, this may also be recorded for later, so you can watch it over again if you missed something.

# Examples of Asynchronous Learning

- **Digital Curriculum Materials:** While this could also be found in synchronous programs, digital materials to supplement the curriculum may be especially prominent in asynchronous learning. This could be anything from uploaded PowerPoint presentations, to document sharing, to podcasts and video streaming. In many cases, these types of materials could be distributed through the online course module, helping you stay organized by keeping everything in one place.
- **Email:** It might seem basic, but email is a foundational item in all online courses. It's a great tool for asking questions, keeping in touch, and receiving materials, updates, reminders, and even assessments. Some online course modules take this a step further, by allowing you to email without ever leaving the online course module!
- **Discussion Boards:** The discussion board is another pillar in the online learning structure. Often, this is used to facilitate debates, collaboration, and discussion about course content, just like you might have in a physical classroom. The difference is that, in a discussion board, you could pop in and comment whenever it works for you.

- **Social Networking:** Many online courses now incorporate social networking in order to enhance collaboration and learner interaction. Schoology, LA Unified's learning management system, allows social networking aligned to the course module, making it easier for students and teachers to connect.
- **Wikis and Collaborative Documents:** These might be used in a few different ways. For one, wikis could be a great way for your online courses to build and maintain class notes and references. Wikis and other collaborative documents also facilitate group work, creating a central hub for you and your classmates to work together on a shared project.

## Synchronous v. Asynchronous

### Synchronous distance education:

- provides opportunities for real time communication online
- facilitates more interaction between teachers and students
- provides opportunities for social engagement
- usually less flexible and unsettles student's life to a larger extent

### Asynchronous distance education:

- a course must be set up beforehand and usually involves a cluster of weekly assignments with deadlines
- provides students with the freedom to work at their own pace and will
- assignments and projects can be more focused because they have more time to concentrate on their work

## Let's Play

Let's look at several online resources and then talk about how they can be used for the distance learning paradigm we are being called on to utilize.

### [AEB Resource List](https://achieve.lausd.net/arts)

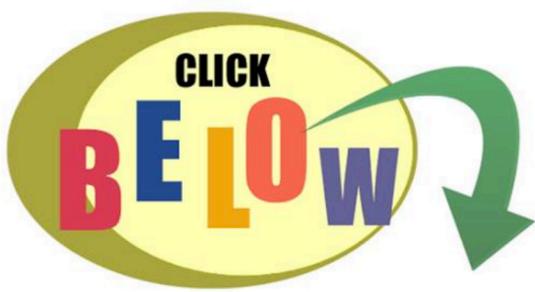
<https://achieve.lausd.net/arts>

***\*Disclaimer - The LAUSD Arts Education Branch does not endorse any of the products and services listed. The resources listed may contain in-app purchases, products, and services that have a cost. Please read each website and resource descriptions carefully. If you have any questions, please contact the provider directly.***



# LOS ANGELES UNIFIED SCHOOL DISTRICT

**For Additional Resources:**



## Visual & Performing Arts Online Learning Opportunities

# Music Center ArtSource

<https://www.musiccenter.org/education/teacher-resources/artsource-curriculum/available-artsource-units/>

[Stamping Ground](#)



# The Kennedy Center Arts Edge and Merce Cunningham Trust

Merce Cunningham

[Arts Edge Cunningham's Biped](#)

[Merce Cunningham Trust](#)



# PBS

<http://www.pbs.org/arts/genre/dance/>

Examples:

[Making a New American Nutcracker](#)

[On the Shoulders of Giants](#)





Dance Instructional Manuals 1490-1920

Photographs

Videos

## Example of a Lesson Idea

- Download the video of the [Pavane](https://www.loc.gov/item/musdivid.039/) found at LOC website.  
<https://www.loc.gov/item/musdivid.039/>
- Ask the students to watch the video closely in a Zoom classroom or on Padlet or Flipgrid.
- As they watch the video, ask them to do 3 things:
  1. Jot down at least **two impressions of the dance**, e.g., its steps and patterns, the way in which it is performed,
  2. Jot down **one question or wondering** about it.
  3. Try and sketch the **floor pattern** of the dance.

(We can watch it twice if we need to...)

# Pavane

*An American Ballroom Companion*

**Renaissance Dance**

*Pavane (pavan)*

Library of Congress 1998

## After viewing video...

- Use Whiteboard on Zoom to draw the floor pattern of the Pavane seen in the video.

**WHITE BOARD BREAK**

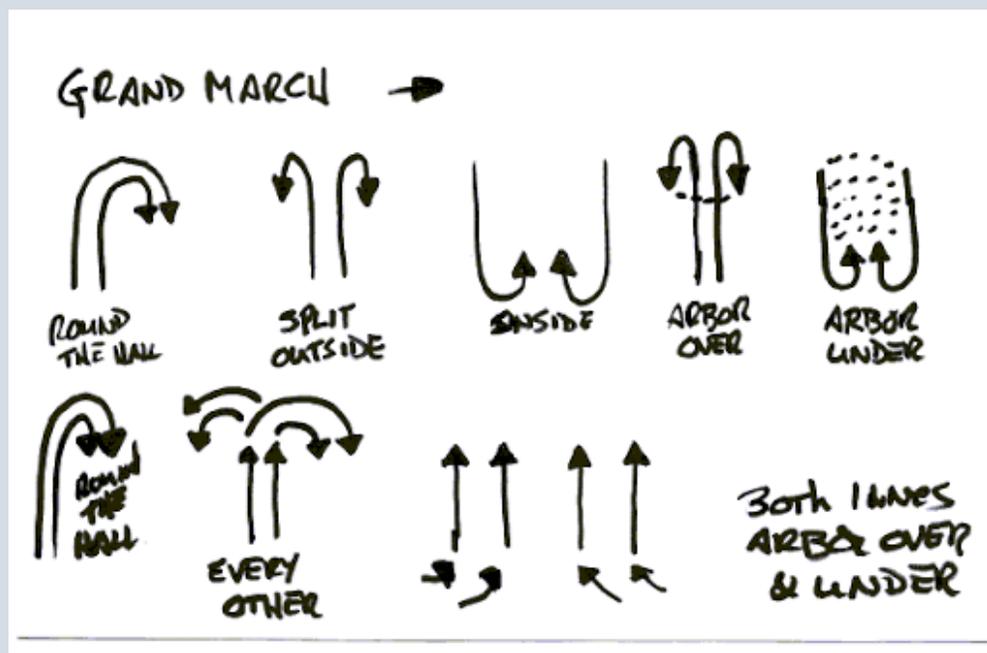
## Pavane and Zoom continued...

- Utilize the Zoom break out rooms to encourage social engagement and discussion.
- In the break out rooms, ask the students to share their impressions and questions, or wonderings about the video. Have them *play with whiteboard to sketch the pathway pattern.*
- Share one idea with the larger group when you come back into the Main Room.

Hold onto your hats!  
Here we go into break out rooms...

# Compare and Contrast

**Pavane (LOC) and the Grand March (LOC)**  
compare and contrast pathways and step patterns



# Grand March



# Butterfly Dance



# Jacob's Pillow Interactive

[Jacob's Pillow Archives](#)

[Jacob's Pillow Dance Interactive](#)



# Moor's Pavane by José Limón



# Food for Thought:



Differentiation remains essential to meet the needs of all learners.  
How can we differentiate in distance learning?



# Flip Grid



[Flip Grid](https://flipgrid.com) ([flipgrid.com](https://flipgrid.com)) is an online tool for educators that allows you to “**empower every voice**” in your classroom by recording and sharing short video prompts with the students, and then asking the students to respond via video as well. *It is an alternative to **writing** a response. Verbal and/or movement are responses possible depending on the prompt.*

## How could I use it?

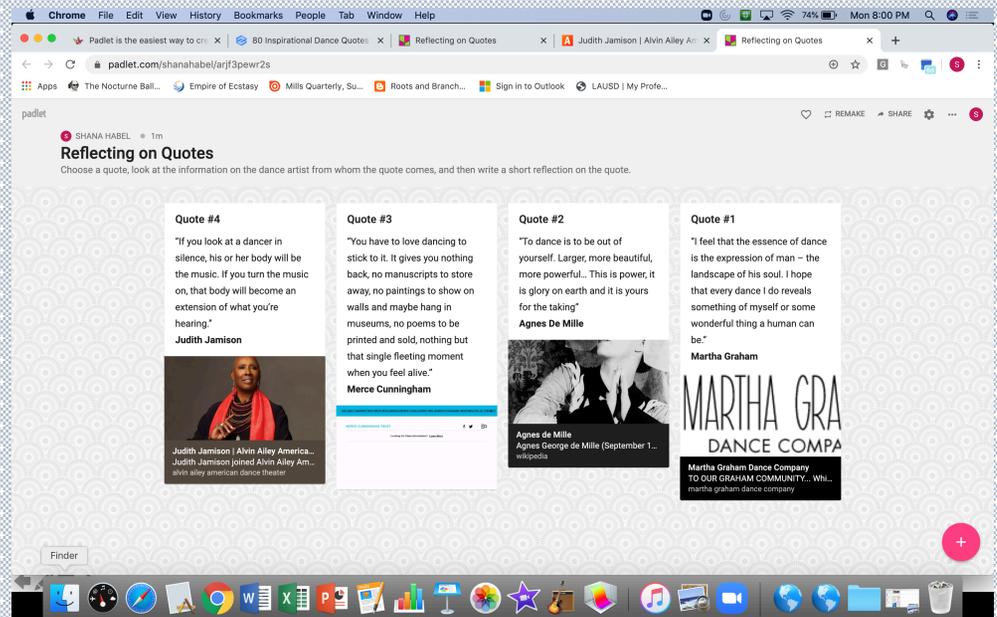
- Have the students watch the film clip of the Pavane on the LOC site.
- Create a Flip Grid about the Pavane. [The Pavane](#)
- Send the students a Flip Grid code which allows them to log on and respond to your prompt with their own video.

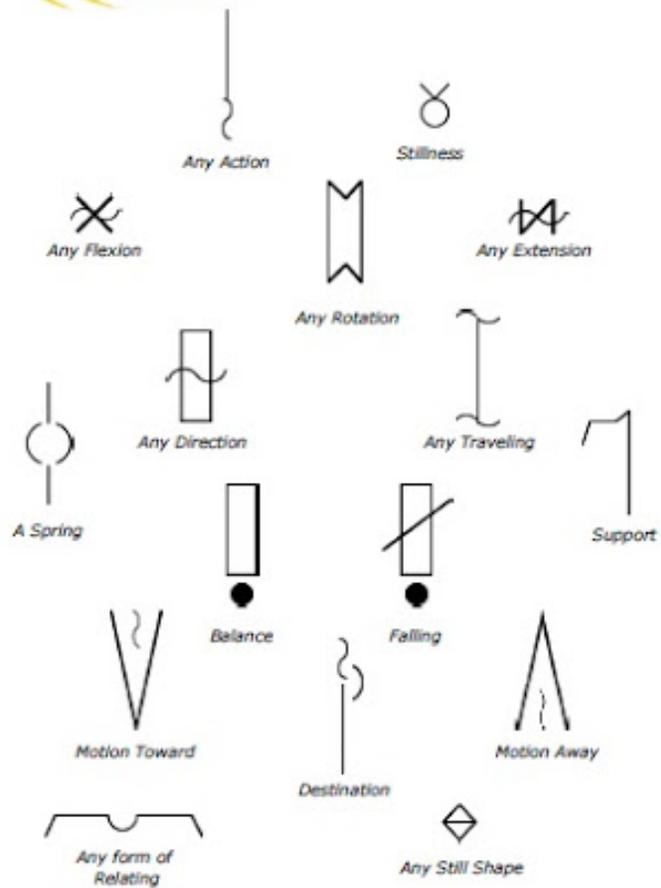
# Padlet

- [padlet.com](https://padlet.com)

- [Dance Quotes](#)

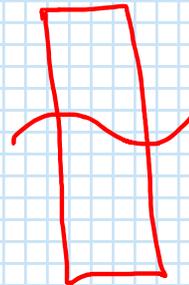
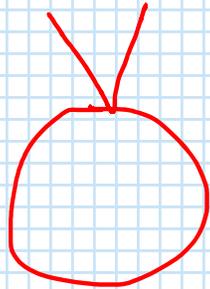
- [Isadora](#)





# LOD and Tea Language of Dance

[Videos by Beth Megill](#) on You Tube



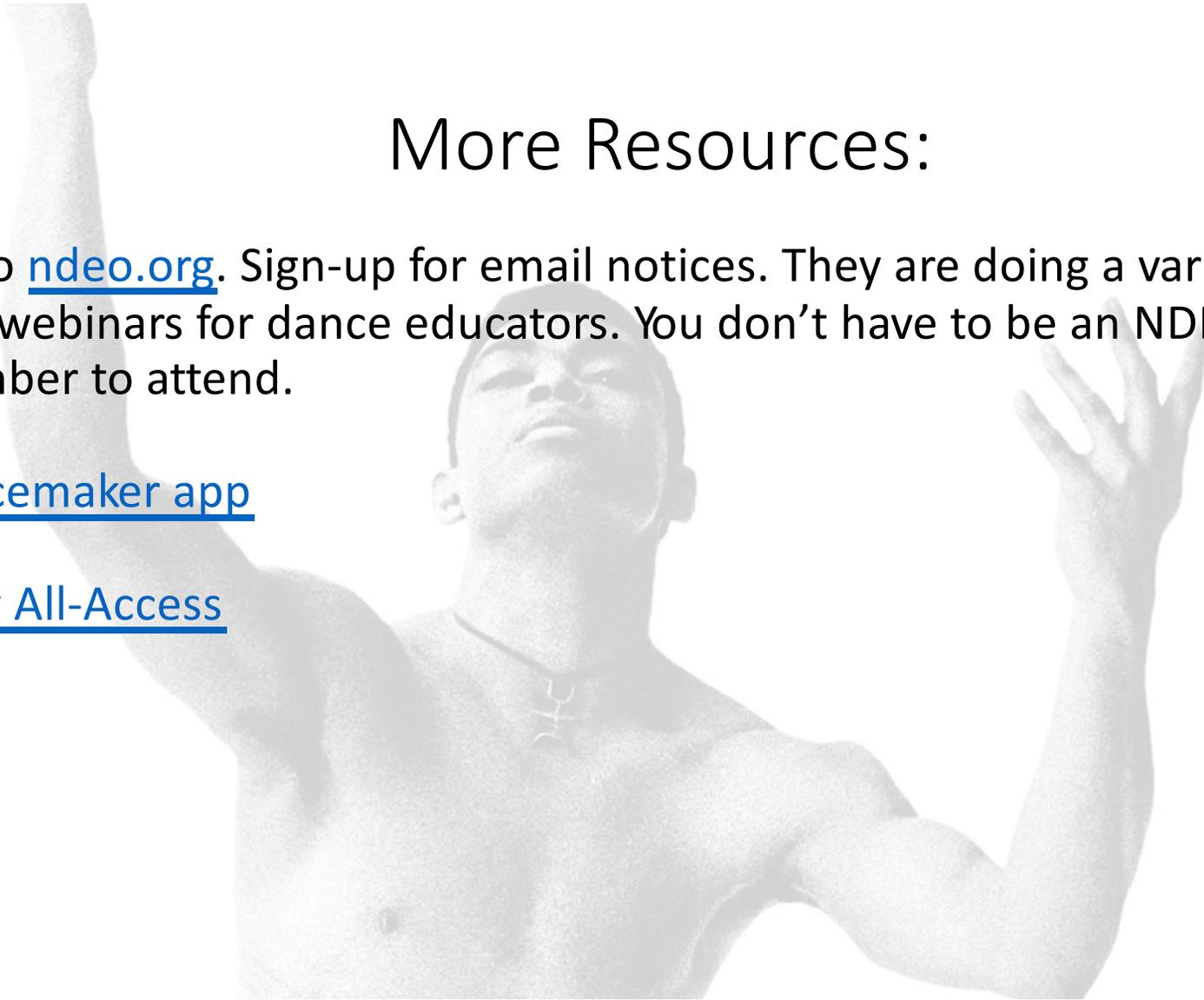
# Travel Barefeet with Mickela Mallozzi

<https://www.travelbarefeet.com>



## More Resources:

- Go to [ndeo.org](http://ndeo.org). Sign-up for email notices. They are doing a variety of free webinars for dance educators. You don't have to be an NDEO member to attend.
- [Dancemaker app](#)
- [Ailey All-Access](#)



# Reflection

Please complete the following Google form, once per day, to reflect on the day's learning.



[bit.ly/ContinuityReflection](https://bit.ly/ContinuityReflection)

# PD Verification of Attendance

## To receive PD Verification of Attendance, participants will:

1. Visit [achieve.lausd.net/mypln](https://achieve.lausd.net/mypln) > sign in with email > select **Transcripts** > find **Continuity of Learning PD Verification** > select the **Session #** you are completing).
2. Complete a daily PD verification by attending one 90-minute PD on March 27 and four follow-up sessions of your choice before April 17, 2020. Once completed, you will receive a daily email verification. Sample below:

You have successfully completed the Continuity of Learning PD Verification for today. Please keep this email for your records.

1. Generate your certificate on or before April 17 upon completion of the 5 PD session verifications. Please keep an electronic certificate for your records (no need to submit).

For more information regarding Verification, please visit this link: [PD Verification FAQ](#)

Thank You!

Take care of yourselves and stay in touch!

