



London **Arts** Council

## **AECE – Arts Education Classroom Experience 2021-22**



ONTARIO ARTS COUNCIL  
CONSEIL DES ARTS DE L'ONTARIO

Funded by the Ontario Arts Council and the London arts Council



In partnership with the Thames Valley District School Board and the London District Catholic School Board

### **Dance: Jazz, Ballet and Tap with Elizabeth Morgan – Teachers Document**

**Suite includes:** Teachers document, Video 1 Jazz Dance: 27:11, Video 2 Ballet: 27:04, Video 3 Tap & Broadway Dance: 24:08

**Focus:** Dance

**Grade(s):** 4–8

**Overall Expectations:** A1. Creating and Presenting  
A.2 Reflecting, Responding, and Analysing  
A.3 Exploring Forms and Cultural Contexts

**Elements:** Body  
Space  
Time  
Energy  
Relationship

*Elizabeth Morgan is a dance educator with over twenty five years of experience. Elizabeth has trained in several genres of dance including jazz, ballet, hip hop, tap, swing, modern and contemporary. While working with adult, child and senior constituencies in a variety of settings, Elizabeth has also choreographed amateur and professional dancers across North America. Beyond the world of dance, Elizabeth is a former National Football League and Canadian Football League cheerleader. Currently, she is the Co-Director of the CFL Toronto Argonauts Cheerleader Alumni. Elizabeth has worked as an artist educator in the AECE program for seven years and her energy and excitement for dance continues to grow.*

## Video 1: JAZZ

02:24 **Activity 1:** Elizabeth invites teachers and students to create and share an adjective with a corresponding motion or gesture that describes who they are or how they are feeling today.

02:54 **(Guided) Activity 2:** Warm - up! Students follow Elizabeth.

08:59 **(Guided) Activity 3:** Basic jazz steps. Students follow Elizabeth. Menu of basic jazz steps: chaine turn, grapevine, soutenu turn, jazz first parallel position, chasse, jazz square, star jump.

19:03 **(Guided) Activity 4:** Practice the jazz steps that we have just learned. Students follow Elizabeth.

21:24 **Activity 5:** As individuals, or in groups, students can put together their own sequence of jazz steps. Students are encouraged to add their own flavour.

22:29 **(Guided) Activity 6:** Cool down. Students follow Elizabeth.

## Video 2: Ballet

02:05 **(Guided) Activity 1:** Warm - up and learn some ballet steps. Students follow Elizabeth. Start with port de bras (carriage of the arms). Tendue. Plie. Eleve.

09:48 **(Guided) Activity 2:** Learn some basic ballet steps. Students follow Elizabeth. Plie. Tendue. Chasse. Arabesque. Chainé turn. Saute. Battement. Jete.

16:28 **(Guided) Activity 3:** Putting the basic ballet steps that we have learned to music. Students follow Elizabeth.

18:54 **(Guided) Activity 4:** The mirror exercise. Follow Elizabeth's movements as if you are her reflection. Croise point. Balase (balanced). Bouree. Then, as partners, one person can be the dancer and the other person can be the reflection - then switch.

21:12 **(Guided) Activity 4:** One minute of solid jumping. Try different kinds of jumps!

22:26 **(Guided) Activity 5:** Cool down. Students follow Elizabeth.

### Video 3: Tap and Broadway Dance

01:54 **(Guided) Activity 1:** Warm - up: stretches and movements. Students follow Elizabeth.

05:50 **(Guided) Activity 2:** Students learn basic tap steps = One, two, three and four count sounds. Flashy steps = Suzie Q and Shuffle ball change. Students follow Elizabeth.

11:28 **(Guided) Activity 3:** Put the basic steps into a combination. Students follow Elizabeth.

15:00 **(Guided) Activity 4:** Perform the combination with music. Students follow Elizabeth.

15:48 **(Guided) Activity 4:** Add another basic step to the performance and take it from the top.

19:34 **(Guided) Activity 5:** Cool down. Students follow Elizabeth.

### **From Ontario's Equity and Inclusive Education Strategy 2009:**

**DIVERSITY:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**EQUITY:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**INCLUSIVE EDUCATION:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

## ONTARIO ARTS COUNCIL ARTISTS IN EDUCATION DIVERSITY STATEMENT

Since its inception, the Ontario Arts Council has supported classroom-based, sequential hands-on learning for students led by professional artists. This endeavour supports and expands curriculum outcomes by creating dynamic learning experiences for students and teachers.

**What is AECE?** <https://www.londonarts.ca/aece>

The **Arts Education Classroom Experience** program gives London-based teachers and professional artists the opportunity to collaboratively develop and co-deliver arts projects in elementary schools in the London region. AECE focuses on student exploration and practice of the creative and critical process as outlined in the Ontario Arts Curriculum.

Through AECE, **teachers and artists work collaboratively to bring the student an experience** that is rich, dynamic, and integrated with core curriculum. This collaboration in arts education provides professional development opportunities not only for artists but for teachers. Artists bring new arts experiences, a creative energy and a unique perspective, thus modeling the creative and critical process for generalist teachers in an experiential way.

**Arts experiences can be a catalyst for student learning and can bring out hidden strengths** IN ADDITION to traditional teaching methods. The ability to use the creative and critical process effectively and independently, enhances skills and expression not only in the arts but also—as research has shown—in other academic subjects that require critical analysis, problem-solving, planning & organization, perseverance, and divergent thinking.

**The AECE program has changed due to COVID-19.**

**The Artist will therefore:**

- Provide a written summary of their AECE video(s), including overall disciplinary

specific curriculum expectations and their elements.

**The Teacher will therefore:**

- Carefully examine the artist's written summary (which will accompany the selected AECE video(s)) before the class experiences or views them. The London Arts Council will provide the technical means for the teacher to access their selected AECE video suite.
- Complete a post-AECE experience survey through this link:

<https://www.emailmeform.com/builder/form/p4ADsMy5211032766R4KJa>

Evaluation of student achievement for report cards is the responsibility of the teacher. Artists will not provide comments or marks.

**The London Arts Council administration will therefore:**

- Provide the technical means for the teacher to access the video(s) and their accompanying written summary that they have selected.
- Answer questions or address concerns that the teacher may have regarding specific or encompassing aspects of the AECE program.
- Acknowledge the artist and AECE partners in promotional materials.
- Ensure that the artist receives access to provincial curriculum documents.
- Oversee the teachers completion of the post-AECE experience survey. Results will be made available to the offices of the TVDSB's Learning Coordinator: The Arts, K-12, and the LDCSB's School-Based Facilitator – The Arts and Healthy Schools. Data will be utilized by the LAC fundraising initiatives and program promotion.
- Liaise or collaborate with the aforementioned offices on current and future programming

Key Contact: Jeremy Jeresky, Curator, Public Programs and Learning

London Arts Council

[jjeresky@londonarts.ca](mailto:jjeresky@londonarts.ca)