

Lesson Plan: Cha Cha

Grades: Fifth to Sixth Grade

Concept: Movement

Objectives: Students will:

1. Be presented with the Cha Cha basics
2. Practice the Cha Cha basics
3. Keep the beat with the motions
4. Learn brief history of the Cha Cha

National Standard:

8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Materials: Open space, Cha Cha Music (Personal CD: Track 1, 2, 3)

Assessment: Observe the children's ability to move on time and whether or not they are performing the dance moves correctly.

Procedure:

- I. Opener: Ask students what they know of dances from Latin America. Ask them if they know of any and who they learned it from. Briefly describe the history of the Cha Cha Cha.
 - A. The Cha Cha Cha actually evolved from the Mambo, which has a slower tempo.
 - B. The Mambo dance originated in Cuba where there were substantial settlements of Haitians. In the back country of Haiti, the "Mambo" is a voodoo priestess, who serves the villagers as counselor, healer, exorcist, spiritual advisor, and organizer of public entertainment.
 - C. However, there is not a folk dance in Haiti called the "Mambo." The Mambo we know today is a fusion of Swing and Cuban music.
 - D. In the Mambo, there is distinct sound to which people danced a triple step. It eventually became its own dance and the Cha Cha was born.
- II. Main Content:
 - A. Divide the class in half. Get into contradance position, trying to have all boys on one side and all girls on the other, if possible.
 - B. Teach the basic.
 - i. To the first half of the class teach the male part: Back on right foot, step left, cha cha cha, forward on left, step right, cha cha

cha. "Back, left, cha cha cha, forward, right, cha cha cha."

ii. Teach the other half the female part : Forward on left, step right, cha cha cha, back on right, step left, cha cha cha. "Forward, left, cha cha, back, right, cha cha cha."

iii. Essentially, the two lines are mirroring each other.

C. Teach proper dance posture. Practice the basic with a partner.

D. Separate two groups and teach crossovers.

i. To the first half of the class teach the male part: Back on right foot, step left, cha cha cha, step left foot to the right side, cha cha cha. step right foot to the left side, cha cha cha, step left foot to the right side, back on right foot, step left, cha cha cha, forward on left, step right, cha cha cha.

ii. Teach the other half the female part : Forward on left, step right, cha cha cha, step right foot to the left side, cha cha cha, step left foot to the right side, cha cha cha, step right foot to the left side, step left foot to the right side and pivot around, step left foot back in front of partner, step back on right foot, cha cha cha.

E. Practice the basic and the crossover.

F. If time allows teach outward brakes.

i. For the males, after "Back, left, cha cha cha" forward on left foot so that your left leg is next to your partner's left leg and your body faces the right, cha cha cha, forward on right foot so your right leg is next to your partner's right leg and your body faces the left, cha cha cha.

your
that
body

ii. For the females, after "Forward, left, cha cha," back on right foot so that your left leg is next to your partner's left leg and your body faces the right, cha cha cha, back on left foot so that your right leg is next to your partner's right leg and your body faces the left, cha cha cha

foot

F. Practice dance moves with music.

i. 2 basics

ii. 1 crossover

iii. 2 basics

iv. 2 outward brakes

v. 2 basics

vi. repeat

III. Closer: What did the students think of the Cha Cha Cha? Did they gain a better appreciation for Latin dances?