

"Non-Stop "

Choreographer: Erik Hall

Videographer: Haakon Sundry

Dancers: Erik Hall, Hannah Nelson Kristina Sims

Song Style: Music Theater

Dance Style: Workshop- Choreography and Performance

Dance Level: Middle School intermediate-advanced

Materials needed:

- Computer
- projector and screen (or another way to display video)
- sticky notes or whiteboard & writing utensils
- open area in classroom to move



Tutorial Video Timeline

MARKER	SECTION	INSTRUCTION	TIME
1	A	REHEARSAL	:26
2	A	REVIEW	4:26
3	B	REHEARSAL	4:55
4	B	REVIEW	7:30
6	A&B	REVIEW	8:00
7	C	REHEARSAL	8:37
8	C	REVIEW	13:03
9	ABC	REVIEW	13:36
10	D	REHEARSAL	14:51
11	D	REVIEW	20:23

ShowUp Lesson Plan

Duration: 1-2 Class periods

Tutorial- <https://youtu.be/VCD7q8y0zRM>

Performance- https://youtu.be/5RzFyNK_2Gc



Bell Work:

On the front board (or anchor chart) write and circle the name “Alexander Hamilton”

As students enter the room, they can create a web encapsulating what they know (or wonder) about Alexander Hamilton.



Pre-Lesson:

The musical “Hamilton” has become wildly popular in the past few years. The historical context paired with hip-hop music led to a revolution in music theater.

Prior to learning the dance, have a discussion about the class web. What facts stood out? Is anyone in the class really familiar with the musical?



I Do:

We can tell stories through movement. Sometimes we can use actions to acknowledge words without making them trite. (Example “I love you” pointing to your eye, making a heart, and pointing to a person is too literal.” In this piece, you will notice several times where certain movement matches the lyrics.

Show students the “Non-Stop” performance video. Have students note the following:

1. What movements match the lyrics?
2. What story does this part of the song tell?
3. How do the performers use their face to tell the story?



We Do:

Have students spread out in the room where they have enough space to move. If students have not experienced a follow-along video yet, be sure to put some expectations in place.

Once students are prepared to learn, play the ShowUp Workshop video. The instructor will start, stop, and review. However, it is up to the teacher’s discretion if they would like to stop and go back on any sections. Work for mastery! The amount of time it takes students to learn is fluid and can be modified however needed.

Showup *Lesson Plan*



You Do (choose 1):

Option 1: Create It- Find another part of the song (ex. “why do you always say what you believe”) where you can connect to the lyrics. How can you use the same general movement, but modify it slightly to represent the lyrics being used?

Option 2: Write It- Consider Hamilton’s motivation toward achieving so much? Do you think his motives were good, selfish, or both? If you had unlimited time, what would you work towards? Share a paragraph of your thoughts!

Option 3: Perform It- Use the steps you have learned to create a performance. You need to level it up in some way beyond the tutorial. Examples might include:

- using a group and staging the performance
- designing a costume and performing the number in that costume
- creating a video of the performance
- designing a set or props to be used in conjunction with the performance



Closing:

Before closing for the day, have the group perform with the performance track 2 times. You can also split the class into multiple groups and have them perform for one another. Share encouraging feedback with each group of what they did well, and be sure to put an emphasis on storytelling.

Have the students make a circle around the room. One at a time (in a rapid-fire manner) have each person share their favorite part of the dance from the tutorial. This can be expressed in words or by demonstrating the dance move.



Exit Ticket:

“Non-Stop” focuses on Alexander Hamilton’s relentless pursuit to complete something he was passionate about. He worked tirelessly to achieve his goals. What is something that you have worked hard for because you felt passionate about it? Students can either answer outloud as they exit class, or write it on a sticky note that is placed on the door upon leaving.

Showup *Lesson Plan*

Suggested Standards Alignments

Shape America National Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education Model Content Standards

GRADE SIX

1.8 Develop, refine, and demonstrate routines to music.

1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

2.3 Analyze and correct errors in movement patterns.

2.4 Provide feedback to a partner to assist in developing and improving movement skills

4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.

5.1 Participate productively in group physical activities.

5.2 Evaluate individual responsibility in group efforts.

GRADE SEVEN

1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.

2.2 Analyze movement patterns and correct errors.

2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

5.2 Accept responsibility for individual improvement.

5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.

GRADE EIGHT

2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.

2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.

3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.

5.2 Organize and work cooperatively with a group to achieve the goals of the group.

5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.