

### "Ready to Fly"



G Major



4/4



128bpm, fast driving rock

**Written By:** Alex Hall

**Arranged By:** Jeremy Alfera

**Choreographer:** Erik Hall

**Videographer:** Haakon Sundry

**Dancers:** Erik Hall, Zoe Corrigan, Connor Klaassen, Juliana Malicoat, Gavin Wright

#### **Suggested teaching duration: 4 days**

Song Style: Pop, Rock

Dance Style: Choreography and Performance

Dance Level: Middle School intermediate-advanced

#### **Materials needed:**

- Computer
- SHOWUP login
- projector and screen (or another way to display video)
- open area in classroom to move



# Showup *Lesson Plan*

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## Day 1:

Objective: Student will organize and work cooperatively with a group to achieve the goals for the group (5.2)

Content covered- Section 1 & 2

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Intro:

We recommend learning the music before the choreography. If you have already done this, sing through the song twice with your students at the start of class. Next, show the performance video to your students. In shoulder partners, have students share 3 things that stood out to them. Set the intention for the lesson by telling the students what you want to accomplish during the day OR having a class discussion to decide on your intention word (ex. focus, sharpness, quick learning, etc)

## Lesson:

Play "Ready to Fly" tutorial video from SHOWUP

Duration: 25-35 minutes

Note: pause as needed during the instruction to ensure student comprehension and success.

Section 1- Intro, verse 1 (0:00 to 8:23)

Section 2- Verse 2 ( 8:24 to 15:58)

## Closing:

After doing sections 1&2 with music at least twice, challenge students to evaluate their daily lesson in light of the goal you set at the beginning of class. Was the goal met? Share out 3 ways in which the rehearsal was a success, 2 things that could improve as a group the next time, and 1 reason to be proud of yourself. Remind students that it can take up to 30 times to truly remember something- so it's wise to run through the steps at home even twice. Up that memory!

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers "how did you improve today"
- small group demonstrations
- around the circle "show your favorite move from the lesson"

# Showup Lesson Plan

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## Day 2:

Objective: Student will develop and improve movement skills (2.4)

Content covered- Section 3&4

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Anticipatory Set (optional):

Do a student share out regarding how students felt after their first day of learning. It's important to celebrate the victories as well as acknowledge any newfound frustrations. Be sure to keep the tone of the conversation positive and victorious!

If desired, set a new intention for today's rehearsal and write it somewhere visible for the class.

## Review:

Duration: 10 minutes

Review Sections 1&2 from the previous day in small groups or whole group

**Note:** If needed, reteach and review using the SHOWUP tutorial from the previous day. Move Day 2's outline to day 3. The pacing is up to you!

## Lesson:

Play "Ready to Fly" tutorial video from SHOWUP, starting at section 3

Duration: 25-30 minutes

*Note:* pause as needed during the instruction to ensure student comprehension and success.

Section 3- Bridge 1 (15:59 to 19:19)

Section 4- Pre-Chorus/Chorus (19:20 to 29:38)

## Closing:

Challenge students to combine all of the sections from the top of the number. Do this on counts first, and then with music!

Similar to day 1, remind students to run through their choreography individually at home. An extension could be finding (or assigning) an accountability buddy within the group that students check in with before the end of the day.

# Showup Lesson Plan

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## **Exit ticket suggestions:**

- 1-5 level of success shown on fingers under your chin
- sticky note answers “how did you improve today”
- small group demonstrations
- around the circle “show your favorite move from the lesson”

# Showup Lesson Plan

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## Day 3:

Objective: Student will combine skills into movement patterns (1.3)

Content covered- Section 5&6&7

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Review:

Duration: 10 minutes

Review Sections 1-4 from the previous days in small groups or whole group. If students are ready to proceed, start section 5 of “Ready to Fly.” If not, add in a review day of the previous day’s material.

## Lesson:

Play “Ready to Fly” tutorial video from SHOWUP, starting at section 5

Duration: 25 to 30 minutes

Note: pause as needed during the instruction to ensure student comprehension and success.

Section 5- Dance Break (29:39 to 33:42)

Section 6- Bridge 2 (33:42 to 36:34)

Section 7- Bridge 3 (36:35 to 44:02)

## Closing:

Review all sections that have been learned. Do so first with counts and then with music. If students have questions or tricky parts- have them write them on a piece of paper or in a brain map on the board. This way you can find commonalities amongst your class and be prepared to address those moments the next day.

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers “how did you improve today”
- small group demonstrations
- around the circle “show your favorite move from the lesson”

# Showup Lesson Plan

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## Day 4:

Objective: Student will develop, refine, and demonstrate routines to music (1.8)  
Content Covered: Section 8 (and chorus review)

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Review:

Duration: 20 minutes

Review Each section (1-7) individually in small groups or whole group with a teacher or student leader. .

## Lesson:

Play Ready to Fly” tutorial video from SHOWUP, starting at section 8

Duration:: 20-30 minutes

Note: pause as needed during the instruction to ensure student comprehension and success.

Section 8- Pre-Chorus / Outro (44:02 to 50:48)

## Closing:

Have students sit on the floor, close their eyes and “mark” through the movement. In this case, marking means being really intentional with the timing, but not dancing on your feet, and only using small arm motions. After this activity, ask students to identify with a shoulder partner what parts of the dance they remembered the best, and what parts they forgot.

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers “how did you improve today”
- small group demonstrations
- around the circle “show your favorite move from the lesson”

# Showup Lesson Plan

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## Day 5:

Objective: Student will identify the characteristics of a highly skilled performance for the purpose of improving one's own performance (2.4)

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Lesson:

Performance Quality

Duration: 30 minutes

Watch the performance video of "Ready to Fly" from SHOWUP

Encourage students to identify qualities of an engaging performance.

Note: Qualities may include things like facial expression, full body engagement, story telling, sharpness of movement, etc.

Divide the class into small groups of 5-7 and have them perform for the class. After each group finishes, ask for feedback of what they did well (leave the critiques to the teachers only!)

Continue this pattern until everyone has had a chance to go

## Closing:

Have the entire class perform the number twice more

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers "how did you improve today"
- small group demonstrations
- around the circle "show your favorite move from the lesson"

## Tutorial Video Timeline

MARKER	SECTION	INSTRUCTION	TIME
<b>1</b>	-	INTRODUCTION	0:19
<b>2</b>	Intro, Verse 1	TUTORIAL	1:00
<b>3</b>	Intro, Verse 1	COUNTS	6:50
<b>4</b>	Verse 2	TUTORIAL	8:24
<b>5</b>	Verse 2	COUNTS	13:17
<b>6</b>	Intro, Verse 1&2	PERFORMANCE	15:03
<b>7</b>	Bridge 1	TUTORIAL	15:49
<b>8</b>	Bridge 1	COUNTS	18:25
<b>9</b>	Bridge 1	PERFORMANCE	18:56
<b>10</b>	Pre Chorus	TUTORIAL	19:19
<b>11</b>	Pre Chorus	COUNTS	23:46
<b>12</b>	Chorus	TUTORIAL	24:15
<b>13</b>	Chorus	COUNTS	27:39
<b>14</b>	Pre-Chorus/Chorus	PERFORMANCE	29:02
<b>15</b>	Dance Break	TUTORIAL	29:40
<b>16</b>	Dance Break	COUNTS	32:51
<b>17</b>	Dance Break	PERFORMANCE	33:21
<b>18</b>	Bridge 2	TUTORIAL	33:44
<b>19</b>	Bridge 2	COUNTS	35:37
<b>20</b>	Bridge 2	PERFORMANCE	36:13
<b>21</b>	Bridge 3	TUTORIAL	36:35
<b>22</b>	Bridge 3	COUNTS	42:37
<b>23</b>	Bridge 3	PERFORMANCE	43:34
<b>24</b>	Pre Chorus/Outro	TUTORIAL	44:04
<b>25</b>	Pre Chorus/Outro	COUNTS	48:23
<b>26</b>	Pre Chorus/Outro	PERFORMANCE	49:56

## ■ Glossary of Terms\*

\*The following terms are words Erik uses in the instructional video for this specific piece. Some may be metaphors and not universally utilized dance terminology.

**add on-** one group starts with the movements and others join in

**at tempo-** executing movement at the same rate as the performance track

**ball change-** shifting weight from one foot to the other

**catching rain-** reach palm out facing up

**click-** the sound prior to starting a number

**connect to the lyrics-** make an association to the words both in context and in movement

**contagion** - to do a move in succession/ as an add-on

**downstage-** towards the audience

**dynamics-** can be vocal or physical. shows contrast

**fake step-** putting weight on your foot that seems as though you will continue in that direction. But rather you step back together.

**flash hands-** the California way of saying jazz hands. Spread your fingers wide and reach

**focus of vision-** the direction where your eyes should look

**grooving around-** move to the music in your own (but appropriate) style

**“heart goes with the move”-** follow the initial move with your whole body- leading with your heart.

**interlude-** the music in between sections where you don't sing

**jazz hand-** reaching with your fingers spread wide

**lego guy-** too stiff, no feeling

**lose your face-** look away

**mirror-** mimicking movement as if you were looking in a mirror face on

**personal box-** imagine you draw a box around your feet

**pivot turn-** step one foot in front of the other, twist, step the same foot in front, twist again

**plié-** to bend the knees

**passé-** stand straight on one leg, bring the other foot to meet at the knee

**prep-** short for “preparation” or “prepare”— get ready for what comes next

**present-** arms out as if to say “ta-da!”

**ripple-** doing the movement in a visual one-after-the-other pattern

**“Set the world on Schwarber”** - a reference to baseball player (and showchoir alumni), Kyle Schwarber. In this instance, imagine a baseball sailing through the air after a grand slam hit.

**shapes**- the different positions and looks you can create with your body

subdividing- the beats in between the “main” beats

**“solid in our base”**- stay really rooted into the ground- particularly grounding your legs

**Stagebook dots**- a wonderful app to help block student’s spaces (check it out on the app store)

**timing**- being precise with when you execute and land a movement

**train step**- a common dance step that involves leaving one foot in place while the other shifts weight forward and back. It looks and feels much alike a locomotor.

**transitional**- used to move from one space (or one musical moment) to another

**“use your space”**- utilize the surrounding area when executing movement

**upstage**- away from the audience

## 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.