

Jeanie Ritchie Grants - Funded by MPAEF

Jeanie Ritchie Grant Application 2019-2020	
Project Title:	The Music and Movement of Argentina: <i>Spanish Immersion for the Body, Mind and Soul</i>
Lead Teacher/ Project Director Name:	Elizabeth Harrison
Email Address:	eharrison@mpcsd.org
Best Phone Number:	(650) 207-8260 (personal cell #)
Names of Other Teacher Participants (include school if project will span multiple campuses):	Linda Dugoni
Principal's Name:	Linda Creighton
Director of Technology Name: (if applicable)	N/A

Before this application is submitted, it is necessary for the principal to review it.

Has the review been completed? Yes ___ No

Date of Review: _____ **October 4, 2019** _____

I have reviewed this proposal and am aware that it is being proposed for implementation and will be supported through the Technology Department.

Director of Technology Signature/Date: _____

Please Note: The Jeanie Ritchie grant process is anonymous. Your application will be considered according to an ID number only. Please do not include the name of your school in the body of your application. This title page will not be made available to the committee until the grants are awarded.

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Note: This year, \$15k has been added to the JRG for grants on global awareness, global leadership or world culture. Please check box if your grant is in this category.	Type of Grant (check all that apply) <input checked="" type="checkbox"/> Global awareness, global leadership, or world culture focus <input checked="" type="checkbox"/> New <input type="checkbox"/> Repeat (____ # years) <input type="checkbox"/> Technology Support Approved
Grades Involved 1st-2nd Grades	Number of Students Involved 45
Total Funding Requested \$ 900	Date(s) when will the project be conducted: November-December 2019
Project Description (Use this form or attach a separate sheet)	
<p>1. Goals: What are the goals of the project? What are you trying to teach?</p> <p>Students learn language and culture through music, movement, lyrics and vocabulary. Students will learn with their minds, bodies and hearts! Language will develop through the hands-on, feet-on experience of learning a partner dance and a genre of Hispanic music: The Argentine Tango. Dance is music made visible and students will learn to listen to and move to dance. This cultural experience is linked to our third PBL unit, ‘Symbolically Me’, in which students explore national symbols.</p>	
<p>2. Core Activities: Describe what students will <u>do</u> as they participate in the project. How will the project accomplish its goals?</p> <p>Students learn the history and cultural significance of a traditional dance, the Argentine Tango. Spanish Immersion students learn basic technique and steps in authentic, taught in native <i>Castellano</i> (Argentine Spanish). Tango Music & Dance are really a combination of various cultures, though they have become national symbols of Argentine pride and identity.</p>	

Students will listen to tangos and distinguish the instruments in the orchestra. They will learn that they move their bodies differently according to what instrument they hear most prominently.

Each class will attend dance workshops with two professional instructors who have taught all over the world and have experience teaching children. Teachers and Amity Intern will assist.

Later students will attend an Assembly-performance by four professional, world-famous dance instructors for all first and second grade classes. The Assembly will include various types of tango dancing (*tango, vals milonga*) and will additionally feature a performance of the beautiful Argentine folk dance, *La Chacarera*.

Students will write about the experience. I have invited Maxi Copello (of the legendary Copello dance family from Buenos Aires) and his partner Raquel Makow to lead the workshops and present the assembly along with Maxi's sister, Miriam Copello and her partner Cristian Correa. They are young and energetic, true masters of the art, and charismatic role models for our students.

3. **Innovation:** To what standards and/or aspects of the curriculum is the project linked? In what ways does it go above and beyond what is normally required?

Art, Dance, PE, Music, History, Geography, Language Arts; Lessons in Character (Friendship, Compassion, Cooperation)

As Education Advocate Sir Ken Robinson teaches in his famous TED Talk on Creativity in Schools, *We need to teach the whole body and the whole child, not just the brain. Dance is for people who have to move to think!*

[*Ken Robinson TED Talk: On Creativity in Schools*](#)

Specific California Dance Standards:

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).

2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

- 3.1 Name and perform folk/traditional dances from other countries.*
- 3.2 Describe aspects of the style, costumes, and music of a dance.*
- 3.3 List commonalities among basic locomotor movements in dances from various countries.*

History and Function of Dance

- 3.4 Identify where and when people dance.*

4. Success Evaluation:

- a. If this is a new grant, how will you know that the program has been successful?

Student expression in the form of speaking, writing and dancing will be a measure of learning and assimilation of new concepts. Students will discuss the dance in academic conversations & community circles, including discussions of feelings evoked when dancing. They will write ‘How To’ explanations of how to dance Argentine Tango. They will draw classmates dancing to practice drawing line and movement, as we will continue to practice the partner dance during movement time throughout the year. Students might perform for parents, other classes or the community.

On a personal note, I have taught the basic tango ‘experience’ of asking a partner to dance with a cabeceo and walking in the counter-clockwise line of dance to the basic beat of the song. I have introduced my students to tango dancing every year for over ten years now. They always love the experience, and we practice for our movement minutes, or to celebrate friendship. Students take to the code and etiquette of the art form. However, as I am an amateur I have never been able to take instruction ‘a step further’ (pun intended). As a Spanish Immersion teacher I have always wondered what it would be like to share the experience of a professional dance lessons and a performance with my students, especially as they are so receptive and appreciative of movement as a way of learning. I hope to get this grant and to share the experience with the other S.I. teacher on my grade level. We would also like to share the excitement of a live show with our friends in the English program and in 2nd grade (especially as my former students already have an appreciation for social tango dancing). Thank you for this opportunity.

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- b. If this is a repeat grant request, attach last year's completed evaluation form. PLEASE NOTE: REPEAT APPLICATIONS WILL NOT BE CONSIDERED WITHOUT AN EVALUATION.
- c. If this is your 3rd year of funding, what steps are you taking to obtain funding from other sources? Funding from Jeanie Ritchie ends at year four.

5. **Detailed Budget:** Include all expenses, e.g., sales tax, shipping, etc. If any materials can be re-used in future years, please indicate this in the information provided.

Dance workshops and a culminating performance by professional dance instructors from Buenos Aires Maxi Copello & Raquel Makow for two classes (\$250)

Assembly for 1st & 2nd Grade Spanish Immersion classes (in Spanish) or for all 1st & 2nd Grade classes, with explanations in English, and specific vocabulary in Spanish. The four Presenters will highlight the origins and history of tango music and dance as influenced and developed by European and African immigrants at the turn of the century. They will present the dance as a cultural 'code' of good manners, friendship, and collaboration/connection.

30-40 minute assembly will cost \$650.

Please email questions, comments and your final application to: jeanieritchiegrants@mpaef.org.

Thank you for submitting a Jeanie Ritchie Grant Application!