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| ***Middle School Dance Unit 2: The Creative Process******Weeks 7 through 12*** |
| **Targeted Standards** **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| **Rationale and Transfer Goals**: Students will explore the many purposes of dance, looking specifically at the means by which it engages the audience, conveys meaning, and communicates emotion. An exploration of choreographic principles and structures will help to support this learning goal, as will a brief review of the styles and structures of dance that were introduced in the first unit of study.In order to better understand how dance reaches its audience and helps them to create meaning, it is important to understand the underpinnings of choreography across dance styles. Students can then engage in analysis of dance and well as undertake the creative process in order to develop a dance that fulfills its intended purpose. |
| **Enduring Understandings:** Dancers participate in a create process with clear points between imagination and movement in a dance studio or other dance locationChoreographers and dancers work as a team to create art |
| **Essential Questions**: What creative processes work best in which situations and for which people, and which work best for me?How do choreographers and dancers work together? |
| **Content/Objectives** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** |
| * Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works
* Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions
* Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions
* The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance
 | Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrativeAnalyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationshipsExamine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics) Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motionUse improvisation (free and structured) to discover and generate movementRecognize and explain how the creative process in dance is influenced by personal movement stylesDemonstrate through the creative process an understanding of the elements and principles of artistic design in original two- and three- dimensional artworks.Define and identify basic choreographic principles through ballet, jazz, modern and hip-hop |
| **21st Century Skills:** CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP6. Demonstrate creativity and innovation.CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| **Key resources:** Teacher-developed |
| **Interdisciplinary Connections** Connections to visual, musical, and theater artsReading and writing in the content areaHistorical connections to context of danceScience of movement, anatomy and physiology |