Introduction to Dance Composition 9-12

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **15 Days**
Status: **Published**

Summary

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

This unit gives an overview of various dance composition tools and techniques and how they can be utilized across all dance genres. Solo, duet and small group work will be generated using improvisational exercises and structural outlines. Students will feel more comfortable generating and performing movement of their own invention.

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1.1	Recognize one's feelings and thoughts
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
1.3	Recognize one's personal traits, strengths, and limitations
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
1.1.12prof.Cr1a	Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
2.2	Recognize the skills needed to establish and achieve personal and educational goals
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
1.1.12prof.Cr2a	Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
1.1.12prof.Cr2b	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
1.1.12prof.Cr3a	Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
5.2	Utilize positive communication and social skills to interact effectively with others
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
1.1.12prof.Pr4a	Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
1.1.12prof.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12prof.Pr4c	Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
1.1.12prof.Pr5b	Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
1.1.12prof.Pr5c	Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
1.1.12prof.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.812prof.Pr6d	Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.
1.1.12prof.Re8a	Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.
1.1.12prof.Re9a	Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.12prof.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
1.1.12prof.Cn11a	Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

Essential Questions/Enduring Understandings

Essential Questions:

How can we generate movement that feels authentic and original?

What do choreographers do to create new dances?

How are our artistic choices shaped?

How can choreographers manipulate the elements of movement to create something unique?

Enduring Understandings:

Dance composition can be approached from many directions and allows for variations, interpretations and expression.

The ability to create meaningful dance pieces is a skill that must be practiced.

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1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
1.3	Recognize one's personal traits, strengths, and limitations
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
1.1.12prof.Cr1a	Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
2.2	Recognize the skills needed to establish and achieve personal and educational goals
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
1.1.12prof.Cr2a	Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
1.1.12prof.Cr2b	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement

	vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
1.1.12prof.Cr3a	Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
5.2	Utilize positive communication and social skills to interact effectively with others
1.1.12prof.Pr4a	Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
1.1.12prof.Pr4c	Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re9a	Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.12prof.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
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Students Will Know/Students Will Be Skilled at

Students will be able to create, manipulate and perform for feedback short phrases of movement based on compositional prompts.

Students will practice the skill of collaborative art making through working with peers to create movement phrases.

Students will build a 'compositional toolkit from which to draw ideas and prompts.

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Learning Plan

Students will discuss the essential questions and brainstorm about best practices in composing movement.

Students will participate in improvisational exercises through teacher or movement card prompts that ask students: to move in contrasting ways in terms of elements (quick-sustained, bound-free, direct-indirect and light-strong); in reaction to specific types of music; using an image or photo (fill in the negative space, outline the shape of the image using your body).

Students will participate in small movement problem solving through teacher or movementcard prompts that ask students: to follow a ‘dance map’ that involves various symbols for movement and outlines the physical space; to use ‘dance libs’ to create a short phrase of movement using different actions, levels, shapes and pathways; to work with a partner or small group to create unison, canon, call and response,

Students will participate in discussions regarding their work using prompts such as: ‘I found it interesting when..’ ‘I saw the decision made to…’ ‘it would be interesting if..’

Students will be instructed on ways to manipulate existing movement to make longer and more intricate phrase-work, including use of repetition, reversal, retrograde, canon, transposing, directional change and tempo change.

Students will take part in solo, partner and small group compositions with self and peer analysis.

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Evidence/Performance Tasks

Solo, Partner and Group phrase-work that has been analyzed, edited and refined for performance.

Demonstrate the ability to create and modify movement phrases.

Demonstrate the ability to articulate various choreographic tools through feedback and analysis of classwork.

Materials

Choreographic prompt cards

Choreographic feedback cards

Google Classroom/Docs

iPad/Video Camera

https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit

Suggested Strategies for Modification

Represent information in multiple formats and media.

Provide multiple pathways for students' actions and expressions.

Provide multiple ways to engage students' interests and motivation

Each student will be on their own individualized path, as composition is a creative and personal process. Students can keep flashcards with them explaining the details of composition and will be given written and visual opportunities for further study.

Injured students will write or record in class observations. Injured students are expected to participate in some way in the composition. If they are in a small group they will give direction to the rest of the group and aid in the editing process. If a student's injury is isolated to one part of the body, the student is expected to participate in the composition assignment and not use that body part.

https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91_uQWYo/edit#gid=1426178898