

Unit 03: Understanding and Applying Dance Composition

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing over length of the course**
Status: **Published**

Brief Summary of Unit

This unit explores the craft of dance making using time, space and energy, various choreographic tools and project-based learning.

Standards

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

1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.

1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

1.1.12adv.Cr2a: Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.

- 1.1.12adv.Cr2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.

1.1.12adv.Cr3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.

1.1.12adv.Pr6b: Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.

1.1.12adv.Pr6c: Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.

1.1.12adv.Re8a: Analyze and interpret how the elements of dance, execution of dance movements and context

contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology.

1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

1.1.12adv.Cn10b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer

Essential Questions

How do dance makers utilize choreographic tools, dance mapping and peer feedback to create a work that communicates a clear artistic vision?

Why is it important for dancers and dance makers to understand the choreographic elements?

What are some decision-making, creative and editing processes that experienced choreographers use?

Essential Understandings

Time, space and energy elements are the ingredients of all dance work.

Choreographers and dancers use various tools to develop and refine their dance-making.

There are various methods and approaches to creating dance, watching dance and writing about dance.

Students Will Know

Students will know how to manipulate time, space and energy to create various patterns of movement.

Students will be skilled at musicality; working within various tempo and rhythm structures and seeking out various approaches to incorporating sound into their choreography.

Students will understand the nuances of energy dynamics, how to adapt variety in movement using contrasting and complimentary dynamics.

Students will be skilled at interpreting choreography given to them if asked to enhance, change or add to it.

Students will be able to use improvisation to develop their work.

Students will be skilled at responding to various prompts, meaningful project-based choreography, working both independently and in groups.

Students Will Be Skilled At

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Evidence/Performance Tasks

Self-assessments through journal writing and conversation.

Peer analysis through group presentations.

Performance of compositions and ability to revise work based on feedback.

Ability to compose short movement phrases with others, compose a duet or trio on their peers using prop study and a group piece based in narrative story.

Learning Plan

Students will discuss the essential questions.

Students will be guided through choreography projects emphasizing the use of a variety of choreographic tools and concepts. This will include projects such as ‘catching’ movement, visual art based, chance procedure, prop inspired, narrative interpretation and improvisation based concepts designed by the teacher to facilitate creative ideas.

Students will be given various projects to create, perform, revise and re-perform movement compositions. The ideas of unison, canon, repetition, retrograde, transposing, body percussion, call and response, level and directional changes, reversal, theme and variation, ABA, narrative vs. abstraction.

Students will work collaboratively to create work for performance that incorporates their choreography exclusively.

Students will alter existing choreography within a performance piece using the tools listed above.

Materials

Appropriate space

Reading material supplied by teacher

Composition projects provided by teacher.

Feedback questions provided by teacher.

Suggested Strategies for Modifications

Represent information in multiple formats and media. Provide multiple pathways for students' actions and expressions. Provide multiple ways to engage students' interests and motivation.

Injured students will write or record in class observations; read and analyze material based on the lessons and present some type of individual project to the class in order to receive participation credit. If they are in a small group they will give direction to the rest of the group and aid in the presentation process. If a student's injury is isolated to one part of the body, the student is expected to participate in the movement portion of the assignment and not use that body part.

Long term injuries will be dealt with on a case by case basis.