3-5 Introduction to Dance Making

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will begin to craft short compositional phrases using various prompts. Students will build upon prior knowledge of improvisation and creative play to work on patterns and set structure.

Essential Questions

- What are the essential ingredients of a structured dance?
- How can we can use personal movement invention to create meaningful dance?
- What are various paths dancers and choreographers use from starting a dance to performing it?

Essential Understandings

- Dances have a clear structure, similar to literature or music
- Choreographers employ a variety of exercises and strategies to develop a dance
- Successful dance making involves revision and reflection during the process as well as a final product

Students Will Know

- How to brainstorm using inspiration from art, literature, music, chance, etc. to create short phrases of movement
- How to use improvisation as exploration for composition
- Basic choreographic tools and devices to manipulate work

Students Will be Skilled At

- Using prompts such as nature, poetry, visual art, maps and chance procedures
- Creating phrases of movement with meaning, receiving feedback, revising and performing
- Working towards incorporating their own choreography into performance

Learning Plan

- Discuss essential questions
- Explore movement styles through improvisation and creative prompts, including nature, visual art, poetry, maps, chance procedure.
- Manipulate set choreography using basic choreographic tools (change facing, level, dynamics)
- Pair and share to give feedback on phrase work
- Reflect and revise movement after feedback
- Create short phrases of original material
- Implement student choreography into performances

Evidence/Performance Tasks

- Discussion of essential questions
- Observation of understanding through discussions and journal prompts
- Completion of short dance compositions based on manipulated structure and improvisational prompts
- Pair and share
- Independence assessed by grade level

Materials

- Paper/White Board
- Spotify Account for music
- Devices for videoing for documenting student work
- Cranford Public Schools Dance K-8 Materials/Resources

Standards

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

9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
1.1.5.Cr1a	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
1.1.5.Cr1b	Solve multiple movement problems using the elements of dance to develop dance content.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
1.1.5.Cr2a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
1.1.5.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
9.4.5.DC.1	Explain the need for and use of copyrights.
1.1.5.Cr3a	Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
1.1.5.Cr3b	Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
1.1.5.Pr6a	Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
1.1.5.Pr6b	Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
1.1.5.Pr6c	Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g.,

	stage left, stage right, center stage, upstage, downstage).
1.1.5.Pr6d	Manipulate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications