6-8 Dance Making and Performance

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

Brief Summary of Unit

Students will use prior knowledge to build and develop compositional skills for dance making. They will examine choreographic tools, planning and executing movement and developing meaning in movement.

Essential Questions

- How do choreographers make dances?
- What are the ways in which we can convey meaning through dance making?
- What are strategies for improvisation and creative processing that we can use to create dance?

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

- Basic methods for planning and crafting short movement phrases of their own invention
- How to use improvisation as exploration for composition
- Choreographic tools and devices to manipulate work

Students Will be Skilled At

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

Learning Plan

- Discuss essential questions
- Explore various methods of creating movement using choreographic structures
- Plan set choreography for both solo and group work
- Pair and share to give feedback on phrase work
- Reflect and revise movement after feedback
- 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 choreographic prompts
- Pair and share
- Process and product for performance
- Independence assessed by grade level

Materials

- Notebook
- Spotify Account for music

- Method of videoing for documenting phrase work (can be a phone or an ipad/chromebook)
- Cranford Public Schools Dance K-8 Materials/Resources

Standards

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

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
1.1.8.Cr1a	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
1.1.8.Cr1b	Explore various movement genres though the elements of dance. Identify and select personal preferences to create an original dance study.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
1.1.8.Cr2a	Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
1.1.8.Cr2b	Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
1.1.8.Cr3a	Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
1.1.8.Cr3b	Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
1.1.8.Pr6b	Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.
1.1.8.Pr6c	Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the

	success of a performance.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
1.1.8.Cn10b	Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

Suggested Strategies for Modifications

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

Performing Arts Accommodations & Modifications