

# Unit 4: Improvisation and Choreography

Content Area: **Performing Arts**  
Course(s):  
Time Period: **Full Year**  
Length: **4 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Improvisation and Choreography

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### Learning Objectives

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- Artists will continue to critique choreography.
- Artists will continue to develop the skills to critique and apply constructive criticism discussing others' choreography.
- Artists will discover different forms of artwork, analyze them and develop an understanding of how they inspire choreographers.
- Students will continue to discover through exploration the evolution/development of movement.
- Students will continue to experiment with shapes, energies, and space.
- Students will develop a deeper understanding of improvisation and its techniques.
- Artists will begin to choreograph dances based on paintings/sculpture and develop an understanding of the influence it can have on the creative process.
- Artists will continue to acquire the ability to choreograph now with more freedom in the number of dancers.
- Students will continue to acquire knowledge about choreography and its many aspects.
- Students will continue to and develop a deeper understanding of the connections between improvisation and choreography and see how their discoveries in improvisation class can develop into a piece of choreography.
- Students will continue to develop the ability to explore movement.
- Students will continue to produce sequences of movement

### Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste

- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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DA.9-12.1.1.12acc.Cr1	Generating and conceptualizing ideas.
DA.9-12.1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
DA.9-12.1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
DA.9-12.1.1.12acc.Cr2	Organizing and developing ideas.
DA.9-12.1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
DA.9-12.1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
DA.9-12.1.1.12acc.Cr3	Refining and completing products.
DA.9-12.1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
DA.9-12.1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).

## Instructional Tasks/Activities

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- The students will create a dance using props and costumes to connect to the painting/sculpture they chose and to better represent that painting/sculpture.
- The students will engage in activities to manipulate the use of space.
- The students will engage in choreographic activities to develop their ability to understand the importance of the elements one must use to create high quality choreography: transitions, formations, levels, canons, use of space.
- The students will explain why they chose the specific piece of art and how it inspired and influenced them to create a piece of choreography.

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- The students will explore movement possibilities through improvisation exercises.
- The students will investigate poetry from different eras and choose one to represent through a choreographic project.
- The students will participate in observing their fellow classmates' choreographic projects and critiquing them constructively.
- The students will participate in several activities to assist in the development of their improvisational skills.
- The students will perform various rhythmic exercises and manipulate shape and time.
- The students will watch videos of different types of choreography and critique them in essay form.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit

- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test

- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Internet
- Books
- Videos