| ***Middle School Dance Unit 2: The Creative Process******Weeks 7 through 12*** |
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| **Targeted Standards** 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. 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.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. 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.  1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement. 1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. 1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core). 1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. 1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill. 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. 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance. 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences. 1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. |
| **Rationale and Transfer Goals**: Students will explore the many purposes of dance, looking specifically at the means by which it engages the audience, conveys meaning, and communicates emotion. An exploration of choreographic principles and structures will help to support this learning goal, as will a brief review of the styles and structures of dance that were introduced in the first unit of study.In order to better understand how dance reaches its audience and helps them to create meaning, it is important to understand the underpinnings of choreography across dance styles. Students can then engage in analysis of dance and well as undertake the creative process in order to develop a dance that fulfills its intended purpose. |
| **Enduring Understandings:** Dancers participate in a create process with clear points between imagination and movement in a dance studio or other dance locationChoreographers and dancers work as a team to create art |
| **Essential Questions**: What creative processes work best in which situations and for which people, and which work best for me?How do choreographers and dancers work together? |
| **Content/Objectives** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** |
| * Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works
* Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions
* Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions
* The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance
 | Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrativeAnalyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationshipsExamine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics) Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motionUse improvisation (free and structured) to discover and generate movementRecognize and explain how the creative process in dance is influenced by personal movement stylesDemonstrate through the creative process an understanding of the elements and principles of artistic design in original two- and three- dimensional artworks.Define and identify basic choreographic principles through ballet, jazz, modern and hip-hop |
| **Career Readiness, Life Literacies, and Key Skills**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. |
| **Key resources:** Teacher-developed |
| **Interdisciplinary Connections** Math: 5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbersSocial Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected worldScience: 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |