

Unit 1 - Body Awareness

Content Area: **Art**
Course(s):
Time Period: **Cycle**
Length: **14 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Students will understand that the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Questions:

- What is dance?
- What is the definition of composing?
- What is choreography?
- What are the similarities and differences between composing dance and other art forms?
- What are the cognitive, psychomotor, and affective steps that are involved in the creative process of dance composition?
- How does the process of dance composition begin?
- How does kinesthetic awareness and technical ability affect the performance of dance?
- How can the degree of artistry affect the ability to comprehend or create a choreographic work?
- How does anatomical and kinesthetic awareness shape the creative process?
- How can issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning be interpreted through movement?

Enduring Understandings:

- There is a vast difference in the processes of performing and composing dance works.
- Creating master works in dance requires an equally acute comprehension of dance forms, movement themes, and choreographic structures.
- The role of a choreographer is different than that of a performer.
- Artistic ability, diversity, and personal intent are directly related to the aesthetic quality of a choreographic work.
- Improvisation is a stimulus for increasing movement vocabulary, exploring anatomical and emotional instinct, and inspiring dance composition.
- Stimuli for creating master dance works can be auditory, visual, kinesthetic, tactile, or ideational.

- Existence, development, and variation of a motif are essential to the cohesive development of a choreographic work.
- Integration and manipulation of action, qualitative, spatial, and relationship elements are essential to the completion of a choreographic work.

CONTENT AREA STANDARDS

DA.6-8.1.1.8.Cr1	Generating and conceptualizing ideas.
DA.6-8.1.1.8.Cr2	Organizing and developing ideas.
DA.6-8.1.1.8.Pr6	Conveying meaning through art.
DA.6-8.1.1.8.Re8	Interpreting intent and meaning.
DA.6-8.1.1.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.6-8.1.1.8.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will:

- Identify advanced artistry, choreographic structures and forms by viewing master dance works in class and by attending live performances at professional theaters.
- Engage in structured and unstructured improvisation exercises to provoke various forms of stimuli that affect their artistry and choreographic intent.

Procedural Knowledge

Students will be able to:

- Create and learn sequences of movement exploring select choreographic structures and forms of stimuli.
- Engage in the learning, rehearsal process, and execution of select choreographic structures and forms.
- Generate dance compositions using a variable of criteria that allows them to explore

various methods of composition.

- Meet a specified criteria and journal their process as it relates to the rubric

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Benchmark Assessments

Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

Alternate Assessments

- Teacher/Student Conferences
- Performance
- Group Projects

Formative Assessments

-In class movement based assessments in accordance with a skill specific rubric

-Group discussion and verbal explanation

-In class showings

-Student dance performances

-Checklists for performance observations

-Journaling the creative process

Alternative:

-Self and group assessment of composition activities

-Reflection essays

-Peer critique

Summative Assessments

-Written tests and quizzes

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

DA.6-8.1.1.8.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.
DA.6-8.1.1.8.Cr3	Refining and completing products.
DA.6-8.1.1.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.6-8.1.1.8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
DA.6-8.1.1.8.Cn11a	Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

RESOURCES (Instructional, Supplemental, Intervention Materials)

<http://www.artsalive.ca/en/dance/make/toolbox/formstructure.asp>

<http://www.pbs.org/wnet/gperf/>

INTERDISCIPLINARY CONNECTIONS

- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.