

Unit 3 - Choreography and Performance

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

General Overview, Course Description or Course Philosophy

In this unit, students will interpret dance imagery and begin to apply symbolism, as well as traditional and non-traditional dance to their own original works. Students will complete an electronic portfolio.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Symbolism and imagery enhance the substances and quality of dance.
- Traditional and non-traditional elements can generate new ideas and expressions in dance.
- Objective observation of dance can aid dancers and choreographers in improving their work.
- People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Essential Questions:

- How do our individual styles affect a group performance?
- How can I recognize this dance to enhance its expressiveness?
- How can I use music more effectively to support my theme?

CONTENT AREA STANDARDS

DA.6-8.1.1.8.Cr1	Generating and conceptualizing ideas.
DA.6-8.1.1.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.6-8.1.1.8.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.
DA.6-8.1.1.8.Cr1b	Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
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.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.
DA.6-8.1.1.8.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.
DA.6-8.1.1.8.Pr4a	Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
DA.6-8.1.1.8.Pr6a	Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
DA.6-8.1.1.8.Pr6b	Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.
DA.6-8.1.1.8.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.
DA.6-8.1.1.8.Pr6d	Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

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

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. • 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will:

- Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original
- Understand the differences between traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography.
- Understand the content, form, technical proficiency and formal structures in various works of dance.

Procedural Knowledge

Students will be able to:

- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.
- Interpret a dance in terms of content (narrative, themed, abstract) and context (theatrical, ritual, or social)
- Analyze a dance's content and social/cultural context.
- Produce a performance with peers, taking various roles and analyze the skills needed for such jobs

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

- Dance portfolio
- Classroom performances

Alternative:

- Journal Entries
- Think, pair-share

Summative Assessments

- Tests/quizzes
- Choreographed Routine performance

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125

<https://www.youtube.com/watch?v=KstgOWbM6vk>

Supplemental:

Indian Folk Dance <http://www.youtube.com/watch?v=-knKCPnRpR0>

Latin Folk Dance <http://www.youtube.com/watch?v=qihYdSsLhXo>

Russian Folk Dance <http://www.youtube.com/watch?v=niY0GZpQQSI>

INTERDISCIPLINARY CONNECTIONS

Detect, analyze, and correct errors and apply to refine movement skills.

Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.