

Lesson Plan
Dance Study
Grade Level: 4



Description of Student Work (what will they produce that is evidence of their learning):

In this 2 day assignment, students will be divided into 2 groups, each assigned contrasting music / sound stimuli for creating contrasting ways of moving to the given stimuli, basing explorations on the elements of dance. Both groups will then come together to collaborate on creating a final “Dance Study” with a beginning, middle and end.

Standards or Outcomes Met by Student Work:

DA:Cr1.1.4: a. Identify ideas for choreography generated from a variety of stimuli. b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.

DA:Cr2.1.4b: b. Develop a movement study that expresses and communicates a main idea. Discuss the reason and effectiveness of the movement choices.

DA:Cr3.1.4a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.

DA:Pr5.1.4c: Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues. Reflect on feedback from others to inform personal dance performance goals.

DA:Re8.1.4: Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

Assessment Criteria/Documentation:

Assessment will be based on:

1. Individual willingness to participate in group movement explorations and discussions.
2. Use of correct dance terminology during review, exploration and creating stages.
3. Ability to explain movement choices in relation to provided music / sound stimuli.
4. Ability of class as a whole to collaborate in combining separate movement explorations into an effective dance study with a beginning, middle and end.
5. Student participation in end of class discussions and reflections of each day’s process and movement explorations.

Documentation of the final Dance Study will be produced through video recording.

Teaching Required

Assessing Prior Knowledge/Warm-up Activity:

Day 1:

1. Discussion and review the elements of dance taught and explored in previous classes. This will include physical movement explorations reflecting the discussion as we progress.
2. Play “Elements Combined” game: 5 small containers are placed at the front of the room. Each container is labeled with the basic elements of dance as outlined in BASTE; Body, Action, Space, Time, Energy.
 - Each container holds pieces of paper with specific break downs for the element of dance it represents: i.e. Action; stretch. Action; slide, or Actions; suspend. Time; pulse, Time; breath, or Time; accent. Energy; free, Energy; bound, or Energy; sharp.)
 - Each student will select any 2 slips of papers, 1 each from any 2 different containers. Student will then consider, explore and create movement ideas based on the selected papers.
 - To play; all students then sit in a circle.
 - The first student moves to the center of the circle and performs a short movement pattern that reflects the specific qualities within the elements of dance that he/she selected from the containers.
 - The other class members must guess correctly what qualities within the elements of dance he/she is performing.

Day 2:

Group discussion and reflection of the previous day’s discoveries including review of each group’s leadership structure, ability to stimulate group discussion and exploration of movements, ease or difficulty for accomplishing the task of creating movement based on the provided music / stimuli.

Teacher guidance will be given to each group in an effort to shift dynamics to include input from all group members. Teacher will also encourage deeper exploration by groups to identify new ways they might apply the elements of dance to their dance movements. (i.e. How does changing movements from flowing to bound affect the communication projected by the movement?)

Exploring New Knowledge:

Day 1:

Explain that during our next 2 classes we will be creating a “Dance Study”. Dance Study means that as a class we are going to spend some time exploring movement ideas and movement problems based on specific sound stimuli that will be assigned by the teacher. Students will be divided into 2 groups. Each group will be given different music / sound stimuli to work with as a group. Each group will have approximately 20 minutes to create a 2 section dance response to their given stimuli. Each section should be no longer than 16 basic counts. Additionally, each section should reflect some sort of contrasting idea or quality based on the given stimuli, from the other section.

Each group will then demonstrate their 2 sections for the rest of the class and explain their choices and the specifics within the qualities of the stimuli that the movement is responding to or representative of. Each group must memorize their movement phrase and be able to perform it several times in the very same way.

Day 2:

Performance reviews: Each group will perform their previously choreographed movement phrases based on the assigned stimuli during the previous class.

A brief whole class discussion will be held about the effectiveness of intended communications through varying elements of dance as presented in the choreographed phrases. (Ask: How do the performed movements convey the intended qualities? Why do they or why do they not?)

After observations and short discussions, the class will separate back into same groups from previous day’s lesson to revise and refine choreographed movement phrases. (Keep this short.)

After allotted time for revisions, come together as a class to create a final “Dance Study”. Through group discussion and agreement, combine all of the choreographed sections into a final coherent dance. Try to combine the sections in such a way as to create interesting patterns with bodies, levels, paths, tempi, and speeds. The final product should include recognizable qualities of movement in relationship to the assigned stimuli, by group. Final dance study should include all group choreographed movement phrases and must include a beginning, middle and an end. Final dance study will be performed to “silence” as opposed to the provided music / stimuli used for inspiration.

Final dance study will be videotaped for class observation and review.

Cool Down / Reflection on Student Learning:

Day 1:

Circle discussion on successes and or frustrations for creating movements that fit the specified criteria of; a. being expressive of the assigned music / stimuli; and b. using what they have learned about the “elements of dance” in application to their movement explorations.

Day 2:

Class watches the videotape of the final dance study. Group discussion will follow; questions to discuss and explore:

- Did we accomplish our goal of creating an effective dance study for exploring movement possibilities based on contrasting music / sound stimuli?
- Do the choreographed movements reflect the ideas and qualities intended by its creators?
- What elements of dance can you identify within the created movements and final assembly of the movements to create the final dance study?
- Does the final dance study have identifiable parts such as; beginning, middle, and end?

Resources Needed:

- Recording of ocean waves / sounds.
- Recording of fiddle music (or other contrasting music)
- 2 iPods with a speaker – one for each group.
- Elements of Dance Handouts
- “Combined Elements” game materials.
 - 5 containers labeled for the Elements of dance. (B.A.S.T.E.)
 - Each container holds small papers with specific words on them to define aspects of the named element of dance.
- Paper and pens for use by students during explorations sessions to record:
 - Floor pathways, levels of dancers, relationship of dancers, word lists, etc.
- Video camera for recording final dance study.
- Laptop computer to play final video recording for student observation and discussion.

The NCAS Standards in Dance Resources include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

These standards resources were partially funded by a generous grant from the National Endowment for the Arts.

Educator Bio: Vicky Clark is Certified in Dance Education (CiDE), through the National Dance Education Organization. She was a ballet dancer in her younger years, but stopped dancing to raise a family. She reentered the world of dance in an effort to improve her own health as an aging adult. Vicky is currently attending Utah Valley University as a University Studies Major, with her emphasis on Modern Dance. This program allows her to focus her learning on the fundamentals of movement, movement analysis. Her future goal is to develop effective aging programs for broad application as a wellness device for aging adults, like herself.