

Lesson Plan

Expressing & Interpreting Emotion Through Dance Grade Level: 8



Description of Student Work:

Create 3 dance phrases to express an emotion of your choice. (These phrases will be used later in the unit to create an original dance study.) Consider the following:

- Explore movements, elements of movement (specifically energy qualities), music, production elements etc. to analyze how emotion is communicated through dance
- Identify a personal experience in which a particular emotion was evoked. Brainstorm movements that portray this particular emotion.
- Produce dance phrases to express the emotion.
- Share your phrases and justify the choices made to communicate the selected emotion.

Standards or Outcomes Met by Student Work:

DA:Re7.1.8

- a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.
- b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

DA:Cr1.1.8

- a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.
- b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

DA:Pr4.1.8

- c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

Assessment Criteria/Documentation:

- Written notes from video analysis of dance and emotion.
- Movement clearly represents the intended emotion.
- Movement uses a variety of dynamic changes and energy qualities.
- Dynamic and energy quality choices portray intended emotion.
- Perform dance phrases for peers / Video record of phrases
- Written reflection justifying choices made.

Teaching Required

This lesson is projected to take 2-4 class periods to complete depending on the number of students and the length of the class periods. Ideally one class period would be used to introduce the lesson and conduct the research and analysis, the second class period would be spent exploring and brainstorming ideas, and the third class session would be used to share and reflect upon work.

Assessing Prior Knowledge/Warm-up Activity

- *Review:* Ask students to recall qualities of movement (swing, suspend, percussive, vibratory, sustain, etc). Have students define “dynamic change” by providing an example of dynamic changes in energy qualities.
- *Warm-up:* Lead students through a choreographed warm-up exercise that incorporates different energy qualities (May incorporate pliés, body swings, etc.)
- *Improvisation:* Continue the warm-up by asking students to travel across the floor using different energy qualities

Exploring New Knowledge

- *Introduction:* Facilitate short class discussion using the guiding question, “How might the energy qualities be used to express emotion?”
- *Research and Analysis:* Have students pair up to complete research & analysis on how dance expresses emotion. Each pair of students should research and watch 2-3 video clips of contrasting dance pieces/performances. Videos may be of varying genres or styles. Students should complete an “Aesthetic Scanning” Worksheet (see attached) and discuss notes with his or her partner.
- *Exploration & Brainstorm:* Have students independently brainstorm a personal experience that evoked a specific emotion. Students should brainstorm using notes/webbing and improvisation movements and qualities that would express intended emotion.
- *Produce:* Produce 3 movement phrases to express/communicate the intended emotion.
- *Share:* Students perform phrases for their peers. Facilitate discussion on emotions students interpreted from each other’s work.

Cool Down / Reflection on Student Learning

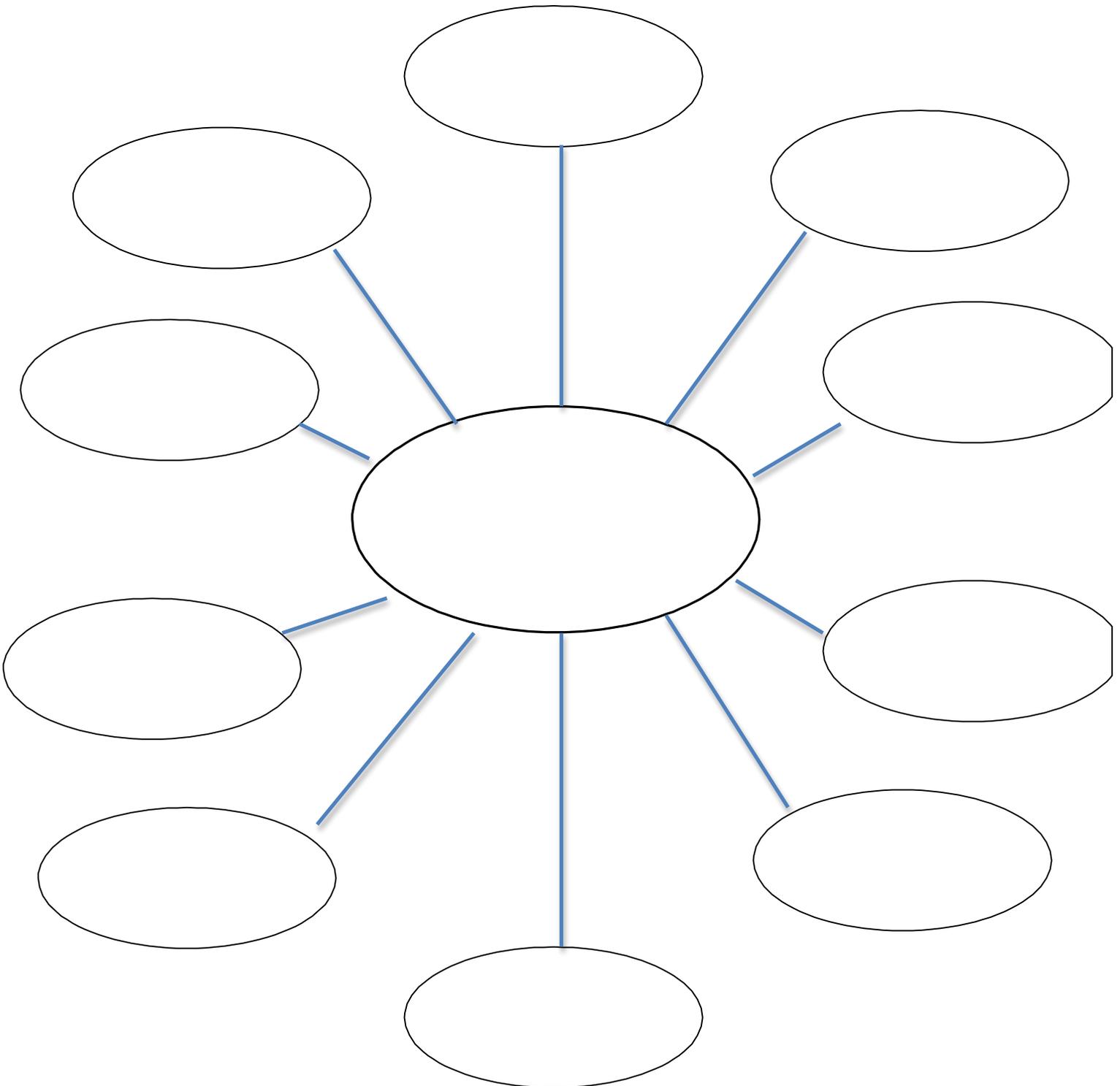
- *Cool Down*: Improvise a cool down exercise incorporating the emotional themes and energy qualities used throughout the process and observed in student work.
- *Reflection*: Have students write a journal entry justifying the choices they made in creating their movement phrases and reflecting on the feedback they received from their peers.

Resources Needed

- Computer or tablet and internet access to conduct video analysis research.
- “Aesthetic Scanning” Worksheet (see attached)
- “Brainstorming Web” Worksheet (see attached)
- Video recording device to document student work

Brainstorming Web

Use the web below to brainstorm ways to communicate an emotion through movement. Think of a personal experience that you had and think about the emotion that that experience evoked. Write that emotion in the center bubble. Branching out of the center, write words, movements, elements of movement, and/or energy qualities that you believe can aid in communicating your emotion. (Add more bubbles if you need them.)



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: René Martinez has been teaching dance since 2000. She has been teaching dance at an urban public middle school in Lawrence, MA since 2015 and has served as the Specialist Curricular Coach since 2016. Most of her experience has been in designing and implementing curriculum as the Director of Dance at New Hampton School (a secondary boarding school in NH) where she taught dance for eight years. Additionally, Martinez has taught at various institutions such as Granite State Arts Academy Public Charter (NH), Plymouth State University (NH), Perkiomen School (PA), French Woods Festival of the Performing Arts (NY), Muhlenberg College Dance Center for Children and Teens (PA), and at several private dance studios. In addition to teaching and choreographing, Martinez serves on the Board of the New Hampshire Dance Alliance. Martinez has her B.A. in Dance and Business Administration from Muhlenberg College and M.Ed. in Integrated Arts with a focus in Dance from Plymouth State University.