

## **Lesson Plan**

### **A Dance Study on an Emotion**

#### **Grade Level: High School Dance II**



### **Standards or Outcomes Met by Student Work:**

DA:Pr4.1.HS.Ic - Connect energy and dynamics to movements by applying them in and through all part of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

DA:Pr4.1HS.IIc – Initiate movement phrases by applying energy and dynamics, Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.

DA:Pr4.I.HS.IIIc – Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

**Note: These will be written on the white board or mirror so students know what is expected of them.**

### **Description of Student Work:**

Students will create collaborative choreographic movement solving the problem given in the assignment. Students will be working with energy and dynamic in their movement. It will fit one of the three standards depending on the level of the student in the class; the proficient student, the accomplished student, or the advanced student.

### **Assessment Criteria / Documentation:**

Student group choreography will be put up against the standards rubric in order to assess the level of the student for grading purposes.

Students will do a peer performance that is video documented.

Student group choreography will be documented on video to show students where they fall on the rubric scale. This assignment may be used in a later assignment for peer critique and evaluation.

Students will verbally debrief their movement intent, choices, and decisions after performance.

## **Teaching Required**

### **Warm up Activity using Prior Knowledge:**

As students arrive in class have them choose groups of three to work in for the day. They will pick up paper and pencil as they walk in the studio. They always have their phones for documenting movement and they will be used today. Students will review, brainstorm and write down what dynamic change, dynamic range, and dynamic skill means to them as a group. Each group will share their answers with the class and we will discuss dynamics in movement together. Ideas will be written on the mirror. We will also discuss use of energy in movement, and performance. One trio will lead warm ups for the class and another trio will lead across the floor progressions so we are ready to start our movement assignment.

### **Exploring New Knowledge:**

Students will be most likely learning a new word and studying it. They will also be working on converting that idea into movement for their dance study. They will also be collaborating with two other dancers. This can be challenging for students to contribute, and also to open mindedly take and use others movement ideas.

Groups will separate throughout the space and asked to send a delegate to choose an emotion out of a hat. These are words like disconsolate, maudlin, insane, and sassy. Students will look up the word on their phones, and discuss in their trio how they will tackle this word through movement.

Students will collaboratively create movement in their trios. Their guidance for this assignment is their emotion, and the fact that energy and dynamic change, along with their creative work in their trio are the skills being assessed for this assignment. This dance study does not have to be finished in one day.

### **Cool Down / Reflection on Student Learning**

A third trio will lead a cool down. Homework for when the study is finished will be to write in their dance journals what their word was, what the definition was, when they felt that emotion in their life, and how they tackled that word through movement, and what did they learn during this study about themselves, having to work with others, or the creative process in general.

### **Resources Needed:**

- Video camera
- Students Phones
- Paper and pencils
- White board, or Mirror and dry erase markers

**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 constitutes.

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