

Lesson Plan

Elements of Composition: SPACE

Grade Level: High School, Grades 9-12



Description of Student Work

1. Video Notes on space from Day 1. Notes are recorded on simple rubric (below). (Same rubric with which they will be graded).
*2 points for completion with evidence recorded.
2. A dance performed on Day 4 by a group of two-five students that demonstrates effective use of space. (Assessed by Teacher using rubric).
*10 points
3. A rubric completed on Day 4 for 3 dances of their peers.
*6 points for completion

Total Points Possible: 18

Standards or Outcomes Met by Student Work:

DA Pr4.1.HS.I (Performing)

a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionality during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

DA:Re8.1.HS.I (Responding)

a. Select and compare different dances and discuss the intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and connect enhance meaning and support intent using genre specific dance terminology.

DA:Re9.1.HS.I (Responding)

a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

This is a 5 day lesson.

Day 1:

- **4 corners activity**
- **Watch partnering videos and record notes.**

Day 2

- **Give choreography assignment (ON PAGE 4 of this document) and divide students into groups. Students are asked to create 30-45 seconds of movements.**
- **Student begin to work on movement.**

Day 3

- **Students finish their choreography**

Day 4

- **Students perform their choreography for the class.**
- **Students assess their peers using rubric and recording evidence.**

Day 5

- **Class discussion/ “Reflection on Student Learning”**

Assessment Criteria/Documentation:

Rubric is on last page of this lesson plan.

Teaching Required Assessing Prior Knowledge/Warm-up Activity

- **4 corners activity** with Elements of Dance. I use this handout: http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/assets/pdf/dance_ec.pdf and cut the examples into flashcards. Students read their flashcard (each has an example of how an element of composition is used in movement) and they walk to the corner of the room that corresponds with that element. Each corner has a sign with “space,” “time,” “energy,” and “dynamics.”

Exploring New Knowledge

1. Research dances that use space, time, and energy in effective ways to communicate artistic expression. Watch the following videos from the partnering section of Jacob’s Pillow Interactive (use discretion and view videos before showing to students to ensure appropriateness): <http://danceinteractive.jacobspillow.org/playlists/partnering/#9>
2. Students will take notes on the videos from Jacob’s Pillow Interactive and record their thoughts on the rubric I will use to assess their dances.
3. Use NCAS Glossary for terms like “spatial design,” and “special intentionality.”

Cool Down/Reflection on Student Learning

1. Students will watch each other’s dance phrases and use the rubric to reflect and assess their peers. Students will be responsible for critiquing at least 3 other pieces.
2. After all students have performed, we will have a class discussion. First, students will talk with their partners about some of their favorite uses of space in their peers’ dances. Then, students will volunteer and share some highlights with the whole class.

Resources Needed

- This handout with elements of composition:
- This song: <https://www.youtube.com/watch?v=BLXzgE25Rjg>
(or any song! I chose this one because I want students to focus less on musicality and more on filling the music with movement and use of space).
- Signs taped onto the four corners of the room.
- Sound system to play music.

Name: _____ Period: _____

Assignment: You and 1-3 other students will create a short dance study on space.

Song: This dance will be set to the song “Andre’s Theme” by Armand Amar and will be just 30-45 seconds long. You can decide which part of the music you would like to create movement to.

Focus: After viewing several videos of various dances that creatively used space, you will create movement in which you explore uses of space, more specifically in the following areas:

- Partner and ensemble skills
- Level changes
- Lifts
- Balances
- Spatial Design and Relationship
- Transitions

You will demonstrate proficiency in the following National Core Arts Standards:

- DA Pr4.1.HS.I (Performing)
 - a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionality during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.

- DA:Re8.1.HS.I (Responding)
 - a. Select and compare different dances and discuss the intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and connect enhance meaning and support intent using genre specific dance terminology.

- DA:Re9.1.HS.I (Responding)
 - a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Rubric for this assignment is on the back. You will perform for the class on _____.

Some advice: Think about movement that you enjoy doing and how you can do that with/ while interacting with a partner or group. Your musicality is not as important in this assignment, instead think about shapes you can create, ways you can depend on each other, and ways you can change formations seamlessly. Have fun, take risks, and listen to each other! 😊

Rubric for Lesson on SPACE

Names of Dancers/ Title of Piece:

	Not Evident (0 points)	Basic (1 points)	Proficient/Advanced (2 points)
Partnering Skills Demonstrated		Evidence:	Evidence:
Level Changes Demonstrated		Evidence:	Evidence:
Effective Use of Stage Space		Evidence:	Evidence:
Risks Taken and Creativity Demonstrated with Lifts, Dependent Relationships between Dancers		Evidence:	Evidence:
Space Intentionality during Dance Phrases and during Transitions		Evidence:	Evidence:

Points: _____ / 10

Comments:

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.

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Educator Bio: Kelly Arreola teaches at a public high school in Visalia, California. She had the opportunity to start the Mt. Whitney High School Dance Program in 2007 and the program has grown to approximately 200 students, 4 levels, and 5 classes over the 10 years. She is thankful to be a part of a district that values the arts, and enjoys watching her students grow as dancers and people throughout their years in high school.