

Unit: Common Choreographic Structures
Course Subject: Jazz Choreography
Grade Level: 1-3 (ages 6-8)
Setting: Private Studio



Overview: This dance unit helps students in creating four separate jazz dance phrases, each using a different choreographic structure. Through instruction, collaboration, constructive criticism and refinement, students will create one separate dance phrase each week, with a focus on a new choreographic structure each of the four weeks of this unit. The four choreographic structures selected for this unit of study are AB Format, Rondo, Accumulation, and Call and Response. The text used as a guide for instruction in this unit is *Dance About Anything* (Sprague et al, 2006) and all lessons are based on the National Core Arts Standards in Dance (2014). Jazz will be the genre used for this unit, and students will thus gain a basic understanding of jazz terminology, history, and technique. By focusing on choreographic structures and the patterns used to create dance art, students will soon recognize that patterns occur in many areas of life. In addition, all students will learn to respect other dancers' ideas and demonstrate dance class etiquette.

ESTABLISHED GOALS

Learning Outcomes

DA:Cr1.1.3b – Explore a given movement problem. Select and demonstrate a solution.

DA:Cr2.1.3a – Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).

DA:Cr3.1.1a - Explore suggestions to change movement from guided improvisation and/or short remembered sequences.

DA:Pr.4.1.1b – Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

DA:Pr5.1.3c – Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

DA:Pr6.1.1a – Dance for others in a space where audience and performers occupy different areas.

DA:Re7.1.2a – Find movements in a dance that develop a pattern.

DA:Re8.1.1a – Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.

DA:Re9.1.2a – Observe or demonstrate dances (steps) from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.

DA:Cn10.1.1a – Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate the experience.

DA:Cn11.1.2a – Observe a dance (dance steps) and relate the movement to the people or environment in which the dance was created or performed.

Enduring Understandings

Students will understand that choreography often is created by following a pattern. Students will gain a basic understanding of the genre of jazz, its history, technique and some common steps.

Collaboration, evaluation, refinement and etiquette will be additional and beneficial understandings gained from this unit of study.

Essential Questions

1. What tools does an artist use to create a piece of work?
2. How can students collaborate to create choreography?
3. What makes jazz its own genre of dance?
4. Where do we see other patterns in our lives?

Students Will Know

The content knowledge focus is on creating four separate jazz dance phrases, each using a different choreographic structure.

Students Will Be Able To

1. Differentiate between four separate, common choreographic structures.
2. Recognize that choreographic tools that aid in creating a work of dance art.
3. Recall basic knowledge on jazz terminology, history, and technique.
4. Collaborate to create short jazz dance phrases.
5. Execute short jazz dance phrases in various tempos.
6. Accept constructive criticism.

7. Recognize that patterns occur in many areas of life.
8. Respect the ideas of other dancers and demonstrate dance class etiquette.

ASSESSMENT EVIDENCE

Performance Task

1. Participate in activities lead by the instructor, including warm-up, lesson work, and cool-down.
2. Choreograph dance phrases that clearly demonstrate the given choreographic structure.
3. Collaborate between students and with teacher.
4. Reflect on constructive criticism and be open to incorporating that criticism.
5. Participate in any class discussions, either verbally, auditorally and/or kinesthetically.

Key Criteria for Performance Assessment

Assessment will be made by teacher observation of a student's activity in the private studio setting. Students will be constantly observed during all class instruction, including warm-up, lesson work, and cool-down.

Possible Accommodations for Performance Assessment

Students who are new to the dance studio atmosphere, new to the genre of jazz, or who have a shy personality will be given extra attention. These students will be guided to feel confident and comfortable in their ability to perform the tasks presented. All students will be encouraged to collaborate together for the benefit of the entire class.

Sources Cited

National Core Arts Standards. <http://nationalartsstandards.org/>

Sprague, M., Scheff, H., McGreevy-Nichols, S. (2006) Dance About Anything. Human Kinetics.
Champlian, IL.

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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