

Time and Relationship

Intermediate Dance

Grades 9 & 10

Central Focus of Lesson – Students will explore creating and embodying choreography that employs rhythmic accuracy and spatial relationships.

Objectives:

- Students will be able to generate a movement phrase following a given rhythm and manipulate time and space within their created movement phrase to employ spatial relationships of over, under, around, and through.
- Students will infer how rhythm and spatial relationships impact choreographic intent and artistic expression through small group discussion and journal writing.

Standards Addressed:

- NJCCCS - 1.1.12.A.1 Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
- NCAS - DA:Pr4.1.Ib. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.

Lesson Plan Details/Learning Activities:

1. Rhythm Echo (Direct Instruction) – “Repeat after me” the teacher will lead the class to echo rhythms that get increasingly complex.
2. “Find the One” (Direct Instruction) – Students will practice counting and accenting movement by clapping, jumping, making a shape, etc. on each count of 1. Songs will change throughout the activity in order to challenge students’ rhythmic ear and assess their knowledge of musical concepts, including time signatures.
3. Guided Improvisation Warm-Up (Direct Instruction)– Students will travel across the floor in two groups. Students will explore spatial relationships by moving over, under, around, and through their partner’s shape. Students will reverse roles and repeat. The teacher will visually assess students on their ability to effectively match their dancing to the tempo/rhythm of the music and ability to manipulate their spatial relationship with their partner.
4. “Simple Song” Choreography (Guided Practice) –
 - A. Students will work individually to create choreography that accurately follows the rhythm of the song “Row Row Row Your Boat”
 - B. Choreographic Manipulation - Students will manipulate the choreography with an assigned partner combining their work and adding spatial relationships: over, under, around, and through.
 - C. Informal Choreography Share – Students will share their choreography with another group, students will peer-evaluate by completing a brief checklist for the other group. Students will be watching for rhythmic accuracy and the use of spatial relationships. Furthermore,

watching partners will infer a choreographic intent by finishing the sentence starter “If your duet had a story or theme it would be...”

Closure: Students will share out their created titles and defend why they chose them using specific examples from the choreography relating to rhythm and/or spatial relationships.

Homework:

Journal Writing – Students will answer the following questions in their Google Classroom:

1. If the duet you created today told a story or conveyed a specific meaning, what would it be about? Why? Cite specific examples in today’s duet choreography relating to rhythm and/or spatial relationships.
2. How can you use changes in rhythms and relationship to help add meaning to your choreography?

Assessment Strategies:

1. Peer Evaluation Checklists - students will apply their knowledge by evaluating their peers’ rhythmic accuracy and spatial relationships.
2. Journal Writing Homework - students will infer how rhythm and spatial relationships impact choreographic intent and artistic expression.

Instructional Resources:

Elements of Dance Posters

Choreographic Checklist