

Date: October 11, 2019	Subject: Dance II	Grade: 9-10
Lesson Topic: Balancing technique and creativity		Class/Group Size: 6
Instructional Location: Ridge High School, Dance Studio		
I. Learning Objectives		
Central Focus of Lesson – Students will compare choreography to essay writing to develop an understanding of how to include learned technical dance steps to support their concept during the student choreography project.		
Lesson Objective(s):		Standards Addressed:
Content Objectives: Students will be able to develop their group choreography by intentionally creating and revising movement that communicates the artistic intent.		NJCCCS - 1.3.12.A.2 Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity. NCAS - DA:Cr2.1.Ia. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
Language Objectives: Students will be able to synthesize essay writing and choreographic skills using written examples and their own choreographic work.		
Key Vocabulary: Dance technique, movement invention, choreographic intent, elements of dance (body, action, space, time, energy, relationship)		
II. Lesson Consideration		
Prior Academic Learning and Prerequisite Skills	Students have completed three choreographic studies in which they explored the elements of dance, giving and receiving feedback, and at times revising their work. Students have a basic understanding of the 6 elements of dance recognized by the Ridge High School Dance Program: body, action, space, time, energy, and relationship. Students are still beginning choreographers and often struggle creating choreography that meaningfully relates to their concept, usually including technical dance steps without considering how it affects the meaning of their choreography. Students have written and revised choreographic proposals related to the theme of travel and are just beginning to create their trio choreography.	
Misconceptions	<ul style="list-style-type: none"> - Technical steps should be included in choreography because they “look cool” - Invented movement is less important than technique - Using technical dance steps shows you are a good dancer and choreographer. 	
III. Lesson Plan Details		
Lesson Introduction – “Before” – 10 Minutes		
<ul style="list-style-type: none"> - “Have a seat with your choreography group. Read this paragraph aloud with your group, you can choose to nominate one reader or take turns reading. When you have finished, come gather over by the white board.” - Students are handed a silly “nonsense paragraph” that contains distractions, such as random words, off topic ideas and images, and unnecessary emphasis. - Once students have gathered by the white board they will respond to the question: “What was distracting about that paragraph?” following a think-pair-share format. Ideas will be written in a list on the white board. - Next, students will read a new version of the paragraph that contains emphasis, images, and ideas that are connected to and enhance the information found within the paragraph. - Students will respond to the question: “What was different about this version of the paragraph?” following a following a think-pair-share format. Ideas will be written on the white board in a separate list. - Group Discussion: “How does this activity relate to your choreography project?” - The teacher will highlight the importance of continuity, stylistic qualities, and building a dance vocabulary within each piece - Examples for checking work: Is this just a trick I do really well? Or does this move along my choreographic intent? How? How can I vary this technical movement to be uniquely expressive in this moment? Trick vs. technique vs. creativity - Guided example of action: fouetté turns – as a class, create a concept/intent that supports fouetté turns as a movement choice. Decide how the movement will be done and in what context to best support the intent 		

Learning Activities - “During” – 25 minutes

- Students will complete a teacher-led cued-response warm-up.
- “You have the remainder of class to work on your student choreography. Bring specific attention to how you are using technical steps in your choreography. Ask yourself and ask your partners, how is this movement relevant to the context? How does this help tell the story?”
- “I will give you a chance to get started and then will be coming around to give feedback. Be prepared for me to ask how specific movements or moments of your choreography support your choreographic intent. You will need to justify your choices using dance specific language including the elements of dance.”
- Students will develop their choreography. Teacher will circulate to offer support, feedback, and to challenge students to justify their decisions.

Closure - “After” – 2 minutes

Students are assigned the following exit slip journal questions on Google Classroom for homework:

1. How can you use technical dance steps to help convey your artistic intent to the audience?
2. How did your group make changes or adjustments to your choreography in order to effectively use your choreography to convey your artistic intent?
3. Create or describe a moment in your dance where you intentionally use technique to further your artistic intent.

Extension: If time remains, students will informally share their choreography with the other group. Audience members will offer feedback about the clarity of their artistic intent. Audience members will identify moments of the choreography that appear to be included for their aesthetic qualities rather than furthering their artistic intent.

V. Assessment**Assessment Strategy #1**

Description of Assessment Strategy #1:	Alignment with Objectives: This assessment is aligned with the content objective: students will be able to develop their group choreography by intentionally creating and revising movement that specifically communicates the artistic intent. Students will perform their choreography for the teacher and will verbally explain revisions and justify movement choices.
Informal Group Conferences	Evidence of Student Understanding: Students will be able to identify revisions made and explain why the changes they made further their artistic intent. Furthermore, when the teacher asks students why they incorporated specific movements, students will be able to justify their choices using the elements of dance in relationship to their artistic intent.
	Student Feedback: The teacher will provide verbal feedback to students pertaining to their specific movement choices and their ability to justify the movement choices.

Assessment Strategy #2

Description of Assessment Strategy #2:	Alignment with Objectives: This assessment is aligned with the language objective: students will be able to synthesize essay writing and choreographic skills using written examples and their own choreographic work. Students will complete an exit slip answering the questions: (1) How can you use technical dance steps to help convey your artistic intent to the audience? (2) How did your group make changes or adjustments to your choreography in order to effectively use your choreography to convey your artistic intent? (3) Create or describe a moment in your dance where you intentionally use technique to further your artistic intent.
Exit Slip	Evidence of Student Understanding: When responding to the questions, students will draw from their experiences at the beginning of class reading the nonsense paragraph and engaging in the group discussion focusing on finding a balance of invented movement and technical steps and when it is best to use technical steps. Students will be able to extrapolate findings in order to explain how technique can support choreographic intent. Furthermore, students will demonstrate that they applied their knowledge to student choreography by documenting changes and/or next step for their choreography.
	Student Feedback: Students will receive written feedback pertaining to their responses. The teacher will document their responses to questions two and three and check in with groups in future choreography work days to ensure accountability and revisit today’s concept.

VI. Knowledge of Students

Building on Personal/Cultural/Community Assets: Students were introduced to the elements of dance through a video and were given the information in a choreography packet. Students have explored time in depth through rhythm and accent. Students have been able to create and manipulate their own choreography successfully in partnerships and alone using text and props as artistic stimuli. Students were divided into trio groups and are in the beginning of the student choreography project. Students have written and revised choreographic proposals and have begun to start choreographing in their groups. Students were able to choose an intent that relates to travel with their group. Students are building on personal and cultural assets as they chose their destination, mode of transportation, or journey to explore in their choreography. Furthermore, in creating their choreography, students are using their artistic expression to drive choreography. In previous choreographic studies, students have struggled creating movement without incorporating technical dance steps that are unrelated or distracting to their concept. Furthermore, when giving feedback, students have suggested that their peers revise their work to include steps such as leaps, jumps, and turns

for the sake of visual aesthetics. As a result, this lesson was designed to help students understand through a familiar lens how to meaningfully incorporate technique into choreography. Students will apply their developed literacy skills to a new concept, choreography.

Grouping Strategies: Students are working in their groups for the student choreography project. Students submitted a list of two students with whom they would prefer to work. The instructors used this information and their knowledge of individual students in order to create well-rounded, heterogeneous groups that represented students with a range of strengths (academic, leadership, technical, creative, etc.)

Planned Supports: The opening activity of this lesson was specifically designed to apply on students' prior knowledge in literacy skills to dance choreography. Using essay/paragraph development as a metaphor for creating choreography will help students relate prior knowledge to a somewhat new concept. These concrete, relatable examples also incorporate visual supports that demonstrate how the paragraph's embellishment is related to or distracting from the main idea of the writing. These visual supports are designed to specifically support IEP students as one student struggles with analysis and higher order thinking questions in her English classes. Furthermore, using a think-pair-share model for the opening discussion questions will support all students in brainstorming ideas so that they are able to organize their thoughts and are more willing to volunteer responses. As students progress to working on choreography with their group, a visual support in the form of a poster will be displayed for students to reference as they lead each other through a warm-up. The support is provided because the structured warm-up concepts are new this week but are not the main focus of the class today. While students are developing choreography, the teacher will circulate and offer individualized feedback for each group. This setup gives the teacher time to conference with each group, check for understanding of the concept, and support students in justifying their choreographic choices. Finally, after working on their choreography, students will return to the main concept of the class by completing the exit slip. This exit slip will allow the teacher to assess student understanding of the concept in relation to student choreography. Students will be given the opportunity to complete the exit slip for homework in order to provide additional time for students to formulate their thoughts. This specifically supports IEP students as they both receive extended time and generally take longer to complete written work.

VII. Supporting Literacy Development through Language

Main Language Function: Students will be able to *synthesize* essay writing and choreographic skills using written examples and their own choreographic work.

Key Learning Task(s): Students will practice synthesizing their understanding of essay writing with choreography in the opening activity and discussion. Students will read an example, confer with a partner, and explain how the two concepts are related through group discussion. Students will then put their thoughts into practice as they develop and revise their group choreography for the student choreography project. Finally, students will formally synthesize their understanding by responding to three questions in exit slip format: (1) How can you use technical dance steps to help convey your artistic intent to the audience? (2) How did your group make changes or adjustments to your choreography in order to effectively use your choreography to convey your artistic intent? (3) Create or describe a moment in your dance where you intentionally use technique to further your artistic intent.

Additional Language Demands (i.e. syntax, vocabulary, discourse): Vocabulary includes dance technique, movement invention, choreographic intent, and elements of dance: body, action, space, time, energy, and relationship. Students will engage in syntax as they utilize the vocabulary to engage in a cued-response discussion in the beginning of the lesson. Students will engage in discourse as they respond to the three question exit slip. Students will use the vocabulary and syntax related to synthesizing literacy and choreography in order to apply their knowledge specifically to their group choreography.

Language Supports: The opening activity of this lesson was specifically designed to apply on students' prior knowledge in literacy skills to dance choreography. Using essay/paragraph development as a metaphor for creating choreography will help students relate prior knowledge to a somewhat new concept. These concrete, relatable examples also incorporate visual supports that demonstrate how the paragraph's embellishment is related to or distracting from the main idea of the writing. These visual supports are designed to specifically support IEP students as one student struggles with analysis and higher order thinking questions in her English classes. Furthermore, using a think-pair-share model for the opening discussion questions will support all students in brainstorming ideas so that they are able to organize their thoughts and are more willing to volunteer responses. This think-pair-share format will specifically support students in synthesizing their knowledge of literacy and choreography as they have time to reflect and collaborate with their peers prior to discussing as a class. While students are developing choreography, the teacher will circulate and offer individualized feedback for each group. This setup gives the teacher time to conference with each group, check for understanding of the concept, and support students in justifying their choreographic choices, ultimately supporting each group in synthesizing their understanding by applying the concept to their group choreography. Finally, after working on their choreography, students will return to the main concept of the class by completing the exit slip. This exit slip will allow the teacher to assess students' ability to synthesize the concepts by prompting students to relate the concept directly to their student choreography.

Original Paragraph -

Welcome, October! The autumn season has arrived, the leaves are changing, and the weather is getting cooler. Everywhere you turn something is pumpkin flavored; pumpkin pie, pumpkin muffins, pumpkin bread, Pumpkin Spice Lattes... the list goes on. It may be basic, but I love it all! Halloween will be here before we know it. Did you know that Halloween originated from an ancient Celtic festival where people would light bonfires and wear costumes to ward off ghosts? Now, Halloween is mostly about candy! Unpopular opinion here, but I love candy corn...especially those candy pumpkins, yum! It is so addictive and sugary that I only let myself enjoy it in the month of October. This year, I think I am going to be even more strict and only eat it on Halloween! What are your favorite fall season activities?

“Non-Sense” Paragraph


Welcome, October, it comes after **September!** The autumn season has arrived, it can be called fall too, the leaves are changing, and **the** weather is **getting** cooler. Everywhere you turn **sQUIrReL** something is pumpkin flavored; pumpkin

pie, pumpkin muffins  pumpkin bread, **candy canes**, Pumpkin Spice Lattes...

the list goes on. It may be basic, but I love it all and singing in the shower!

Halloween will **be here** before we know it. Did you know that Halloween originated from an ancient Celtic festival where people **would** light bonfires and wear costumes to *ward off* ghosts? **Valentine's Day** is fun too. Now,

Halloween is mostly about candy! Unpopular opinion here, but I love candy corn

 I know some *people* think you should just throw it in the **trash can**...especially

those candy pumpkins, yum! Winter Break is coming! It is so addictive and sugary that I only let myself enjoy it in the month of October. This year, I think I am going to be even more strict, **dedication and commitment turns dreams into reality**, and

only eat it on Halloween! What are your favorite **SUMMER TIME** activities?




Embellished Paragraph



Welcome, *October!*

The autumn season has arrived, the leaves are **changing** , and the weather is getting **cooler**. Everywhere you turn something is **PUMPKIN** flavored; pumpkin pie, pumpkin muffins, pumpkin bread, **Pumpkin Spice Lattes**... the list goes on. It may be basic, but I love it all! 

Halloween will be here before we know it! Did you know that Halloween originated from an *A N C I E N T* Celtic festival where people would light bonfires  and wear costumes to ward off **g h o s t s**? Now, Halloween is

mostly about **CAN DY**! Unpopular opinion here, but I love **candy corn** ...

especially those candy pumpkins  yum! It is so **addictive** and **sugary** that I only let myself enjoy it in the month of October. This year, I think I am going to be even more strict and only eat it on Halloween!

What are your favorite seasonal activities in fall?

