

Dance Units

Senior Choreography Project

Teacher: Sarah Sandford Perez

Bronx Dance Academy (MS 308X)

8th Grade

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**Bronx Dance Academy
students in class.**

Unit:

Senior Choreography Project

Teacher Observations on the School and the Unit

Bronx Dance Academy: 8th Grade Choreography Unit

MS 308 (Bronx Dance Academy) is a middle school whose mission is to provide a three-year sequence of major dance study to students in grades 6 through 8. Students study dance every day in a program that is scaffolded across the three years. The students are accepted via an audition. However, most entering 6th graders have had no prior dance training. This is a culminating unit reflecting three years of dance study. Students are required to use all the skills developed to create their own choreography.

Students begin their project by using a literary work (memoir) previously written to create a solo piece which is performed and graded in class. Students then select group members based on common themes or movement styles. Once the group is formed, the students conduct an audition to select a 7th grade student to dance in their piece alongside the 8th graders in the group, providing an opportunity for the older students to mentor their younger peer.

The groups perform their group dance each week in class for regular feedback and guidance. As soon as their choreography is near completion, they begin to select music and costumes. The pieces are presented informally for a panel of teachers for initial evaluation. At this time, the groups are selected to perform in the formal performance for the school and parents. The students who are not selected to perform choose to produce, organize and run the performance.

Throughout the process students are required to keep a journal of their experiences. After the formal performance, students then submit a self-reflective report including the journal entries and research about what a choreographer is and how their experience was similar or different.

The foundations laid in the 6th and 7th grade for this 8th grade unit are summarized on the following two pages.

Unit:

Senior Choreography Project

Background: Students' Prior Learning

Bronx Dance Academy: 7th Grade Choreography Unit

Unit includes the following lessons:

- Space: Review
- Time: Speed- Slow vs. Fast
- Time: Accents
- Energy: Soft vs. Strong
- Energy: Balance vs. Off Balance
- Choreographic Principals: Cannon and ripple
- Choreographic Principals: Theme and Variation
- Choreographic Principals: Repetition, Reversals
- Improvisation: Mirroring
- Improvisation: Call and response
- Improvisation tools: Poetry
- Improvisation tools: Visual Art
- Improvisation tools: Deal-A-Dance Cards

Each lesson is designed for students to work collaboratively in groups. The groups then present their dance phrases to the class for peer feedback and evaluation based on a class-created rubric.

Unit:

Senior Choreography Project

Background: Students' Prior Learning *continued*

Bronx Dance Academy: 6th Grade Choreography Unit

Unit includes the following lessons:

- Space: Levels
- Space: Pathways
- Space: Shapes
- Space: Directions and facing
- Space: Locomotor vs. Non-Locomotor (Axial)
- Space: Size
- Space: Formations and patterns

Each lesson is designed for students to work collaboratively in groups. The groups then present their dance phrases to the class for peer feedback and evaluation based on a class-created rubric.

Unit:

Senior Choreography Project (Culminating Exit Project)

Overview

Teacher:
Sarah Sandford-Perez

School:
Bronx Dance Academy

Grade Level:
8th Grade

Sessions:
**16-20, 90 min
3-4 classes
weekly**

Big Ideas of this Unit

- Literary work can inspire choreography
- Who or what determines the meaning of a dance?
- How does inspiration influence authentic movement?

Project Description

Students will learn how to use an autobiographical literary work (memoir, poem, or story) to develop a solo dance and then collaborate to create a group dance. The students must include a 7th grade student, music, and costumes. This will result in an 8th grade student concert.

Instructional Goals

- To provide students with an opportunity to experience being a choreographer, running a dance company, being in a dance company, collaborating in a group and producing a dance for a show.

Indicators of Student Learning

Students will know:

- The tools and procedures needed to choreograph a dance.
- All the aspects of a choreographer's job and responsibilities.
- Different ways to inspire new movement.

Students will be able to:

- Express ideas through dance.
- Improvise and set movement.
- Teach others choreography.
- Communicate and collaborate to others in a positive manner.

Students will understand that:

- Choreography expresses themes through choices in movement, music and costumes.
- Structuring a dance is a multi-layered creative process.
- Communication is the most important aspect in-group dynamics.

Unit: **Senior Choreography Project**

Assessments

Pre-Assessment/Planning

Have I taught these students before?

- Yes, this is their third year.

What do students already know and understand about this area of Dance Making?

- Choreographic structures
- Dance terminology and symbols
- Dance concepts

What skills related to this unit have students already developed?

- Basic dance skills and ballet and modern basic technique
- Practiced working alone and/or in a group
- Peer critiquing and analyzing via student generated rubrics

How will the students' needs be addressed?

- Students will be working with a teacher that will act as an advisor for their group. This will allow for the students to be guided through the process and given assistance in all aspects of the process.

Unit Assessment Strategies - What is the evidence of student learning?

Self-Assessment

- Self-assessment rubric
- Reflective paper with journal entries

Peer Assessment

- Daily in-class rehearsals
- Regular peer feedback during presentations

Teacher Assessment

- Weekly in-class presentations
- Regular teacher coaching sessions

Teacher Self-Assessment Strategies

- Routine teacher observations, which include: accountable talk, creative problem solving, positive teamwork, constant evaluation and analysis of the dance, amount of time on task.

Unit: **Senior Choreography Project**

Assessments

continued

What do I currently do to assess student learning?

- Routine teacher observation and coaching sessions
- Weekly in class presentations
- Informal presentation with teacher assessment rubric
- Individual presentation with teacher assessment rubric and feedback
- Formal presentation with teacher assessment rubric
- Performance/choreography task checklist
- Video documentation used for reflection, self assessment and feedback with rubrics
- Student self-assessment rubric
- Reflective paper with journal entries (coded for vocabulary). Includes research on a choreographer's job responsibilities

What other assessment activities and tools might I use?

- Peer observation with feedback protocol
- Tests with grading system
- Peer feedback via checklist/rubric
- Graded essay reflecting on the creative process and learning experiences

Unit: Senior Choreography Project

Learning Experiences

Learning Experiences	<i>making</i>	<i>literacy</i>	<i>connections</i>	<i>resources</i>	<i>careers</i>
Sequential lessons that include:					
■ Choreographic devices: ABA, and Rondo	◆	◆			
■ Review of improvisation tools: motif notation, mirroring, call and response, using other types of everyday movement, using photos and poetry	◆	◆	◆		
■ Viewing prior student generated choreography via videos or live performance	◆		◆		◆
■ Discussion of themes: narrative vs. abstract	◆	◆			
■ Deciphering verbs from literary work to create movement	◆		◆		◆
■ Solo presentations	◆	◆			
■ Audition process for 7th grade student	◆				◆
■ Weekly group presentations	◆	◆			
■ Informal performance with teacher assessment and group share				◆	◆
■ Final performance with teacher assessment	◆				
■ Reflective paper with research component		◆	◆	◆	◆
Prior lessons that address areas of this unit:					
■ Development of dance technique: ballet and graham technique	◆				
■ Study and practice of the dance concepts of space, time and energy	◆				
■ Study and practice of stage directions and the history of the stage	◆		◆		
■ Improvisation tools: see above	◆		◆		
■ Choreographic devices: Canon vs. ripple, theme and variation, repetition	◆				

Unit:

Senior Choreography Project

Lesson #1 Review Improvisation Tools

Dance Making Benchmarks:

- Develop Skills and Techniques, Improvise, Choreograph, Perform

Big Ideas of this Unit

- How does inspiration influence authentic movement?

Goals of this Lesson:

- To review the improvisation tools and other choreographic devices that help create new movement

Blueprint Strands Addressed:

Dance Making:

Improvising:

- Make spontaneous choices in dance partnering with sensitivity to the partner
- Work alone, or collaborate with a partner or mid-size group

Choreograph:

- Show independence and initiative in rehearsals
- Use choreographic designs such as diagonals, lines, clusters, entrances and exits.

Perform:

- Perform improvisations
- Exhibit attentive audience learning behaviors when viewing the work of other students
- Collaborate with an ensemble in rehearsals and performance decisions
- Dance with physical and expressive commitment

Developing Dance Literacy

Analyze, Critique and Communicate about Dance:

- Use expressive language to describe their emotional responses to performance
- Identify movement components in a dance phrase
- Analyze basic structural elements of the choreography
- Respond to dance verbally and in writing

Making Connections

Connect dance to other arts and disciplines

- Incorporate other arts and disciplines into dance creation and performance

Unit: **Senior Choreography Project**

Lesson #1 Review Improvisation Tools

Continued

Desired Student Outcomes:

Students will

Know: The definitions of the dance concepts and improvisational tools:

Understand: How the dance concepts and improvisational tools: help inspire new movement

Do: Use the dance concepts and improvisational tools: to create dances

Assessments:

I will measure student learning by

- Student-generated rubrics
- Teacher observations
- Peer discussions and feedback
- Student performance

Materials/Music:

- Chart paper to list dance concepts, pre-arranged groups (based on level) of 4 or 5 students, performance rubric

Unit: **Senior Choreography Project**

Lesson #1 Review Improvisation Tools

Continued

Activity: Pre-assessment

Presentation of question, topic or theme:

- **What are the dance concepts and improvisations tools we have learned that help create new movement?**

The class will review each area and list them with their definition. Have the students provide the definitions for each area.

Dance Concepts:

- **Space:**

Levels

Pathways

Locomotor and Axial (non-locomotor)

Size

Directions and Focus

- **Time:**

Fast, Slow and Stillness

Rhythm

- **Energy:**

Percussive and Sustained

Weight: Heavy vs. Light

Off balance, On Balance

Improvisational tools:

- **Motif Notation: movement alphabet**

- **Photography and Paintings**

- **Poetry**

- **Body Parts**

- **Call and Response**

- **Mirroring**

Warm-Up:

- **Structure the warm-up by including the dance concepts.**

Unit: **Senior Choreography Project**

Lesson #1 Review Improvisation Tools

Continued

Development / Elaboration:

■ **Ask the students the following questions:**

Which dance concepts were included in the warm-up exercise?

How can you apply these to choreography?

How will these tools allow you to create and structure your dance?

■ **Break the students into groups of 4 or 5. Assign each group a specific improvisational tool they will use to create a 32-count phrase. They must include all the dance concepts in their choreography.**

Culmination / Sharing:

■ **Have students create a rubric for this lesson based on a 4,3,2,1 scale (see sample rubric below). The students will present their choreography to the class. The class will provide feedback based on the rubric.**

■ **Ask the following questions to the class:**

How was this assignment related to your senior choreography project?

Which dance concepts are most useful to you in creating choreography?

Which tools were used today? How can you use them differently?

Could you invent your own improvisation or choreography tool?

Formative Assessment:

During group work and questioning make individual student observations focusing on:

- Discussions: using dance terminology, expressing dance verbally
- Choreography and performance: using the dance concepts and Improvisational tools:
- Teamwork: sharing roles and responsibilities in structuring the dances
- Understanding and comprehension of the dance concepts and Improvisational tools:

Unit: Senior Choreography Project

Lesson #1 Review Improvisation Tools

Dance Academy Performance Rubric (sample)

Assignment:

Dancers:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Criteria	Little 1	Some 2	Much 3	Good 4
32 counts were used in the dance				
Used all the dance concepts				
Used the improvisational tool				
Created new movement ideas				
Performed with energy and expression				

Teacher Observations:

Teacher score: total _____ x 5 = _____

Group scores:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____

Group grade: _____

Final grade: Group _____ + teacher _____ /2= _____

** Final grade is averaged with the group scores and teacher score.

Senior Choreography Project

Lesson # 2: Learning Choreographic Devices ABA And Rondo

Goals of this Lesson:

- To explore the use of choreographic devices
- To learn how to use ABA Form and Rondo
- Review locomotor and non-locomotor movements

Blueprint Strands Addressed:

Dance Making:

Improvise:

- Vary movement phrases through reordering
- Work alone, or collaborate with a partner or mid-size group

Choreograph:

- Understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint.
- Incorporate several sections with a beginning, development, resolution and ending.

Perform:

- Collaborate in an ensemble in rehearsals and performance decisions

Developing Dance Literacy:

Understand Dance as a Means of Expression and Communication:

- Use descriptive words in combination with dance terminology
- Identify various choreographic devices and structures

Analyze, Critique, and Communicate about Dance:

- Identify the movement components in a dance phrase
- Analyze the basic structural elements of the choreography.
- Respond to dance verbally and in writing

Making Connections:

Connect Dance to Other Arts and Disciplines

- Use ideas and images from other disciplines to inspire new approaches to dance study
- Incorporate other arts and disciplines into dance creation and performance.

Desired Student Outcomes:

Students will

- **Know:** The definitions and uses of ABA and Rondo.
- **Understand:** How choreographic devices assist in structuring dances.
- **Do:** Use ABA form and Rondo to structure choreography.

Unit: **Senior Choreography Project**

Lesson # 2: Learning Choreographic Devices ABA and Rondo

Assessments:

I will measure student learning by

- Teacher-generated rubrics that will assess the various components of the project
- Teacher observations
- Peer discussions and feedback
- Student performance

Materials/Music:

Chart paper with assignment posted, cards with locomotor and non-locomotor words, performance rubric, exit slips.

Pre-Assessment: Activity

Presentation of question, topic or theme:

- How are dances structured and designed? Have the students try to create their own definition for each vocabulary word and engage in a discussion focusing on the following:

Choreographic device: A compositional process used to organize movements within a dance, e.g., canon, unison, chance, etc.

ABA Form: A three part compositional structure in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated or extended form. (A) Could be 4 counts of 8 of fast movement, (B) could be 4 counts of 8 of slow movement. ABA would repeat (A) again with the 4 counts of 8 of fast movement.

Rondo: A choreographic structure based on alternation between a repeated section (A) and contrasting episodes (B, C, etc.), e.g., ABA-CADA. ABA could be the same as above. (C) Could be 2 counts of 8 of jumps and then (A) would repeat and follow by (D) 2 counts of 8 of locomotor movement traveling across the stage.

Warm-Up:

- A short warm up. Model for the students an example of each choreographic device for further understanding incorporated in the warm-up.

Unit: Senior Choreography Project

Lesson # 2: Learning Choreographic Devices ABA and Rondo

Development / Elaboration:

- On chart paper, display an example of each choreographic device and how they should be used for their in-class assignment:

Example of ABA form		Example of Rondo :	
A.	2 counts of 8 = Melt 2 counts of 8 = Rise	A.	2 counts of 8 = Turn 2 counts of 8 = Fall
B.	2 counts of 8 = Run 2 counts of 8 = Crawl	B.	2 counts of 8 = Run 2 counts of 8 = Crawl
Repeat A.	2 counts of 8 = Melt 2 counts of 8 = Rise	Repeat A.	2 counts of 8 = Turn 2 counts of 8 = Fall
		C.	2 counts of 8 = Any slow movements (half time)
		Repeat A.	2 counts of 8 = Turn 2 counts of 8 = Fall
		D.	2 counts of 8 = Any jumps
		Repeat A.	2 counts of 8 = Turn 2 counts of 8 = Fall

- Break students into groups of 5 or 6. Each group will choose 2 non-locomotor words, and 2 locomotor words written on cards. (Choose words that are figurative and descriptive. For example, choose “creeping” instead of “tippy toe”, “spiraling out” instead of “turn”, “collapsing” instead of “fall”.)
- On their own, they will choose any slow movements for (C) and any jumps for (D).
- Based on prior assessment, lower level groups will be assigned to create ABA form, and higher-level groups will be assigned Rondo.

Formative Assessment:

During group work, rotate through the classroom to observe students:

- Discussions: using dance terminology
- Choreography: Using locomotor and non-locomotor movement, ABA or Rondo
- Teamwork: sharing roles and responsibilities in structuring the dance

Culmination / Sharing:

Each group will present their choreography to the class. In groups, students will provide feedback. Ask students who are sharing to:

- Identify the different parts of the dance.
- What do you think about how the movements connected together?
- What was the A?
- What was the C?

Unit: Senior Choreography Project

Lesson # 2: Learning Choreographic Devices ABA and Rondo

Formative Assessment:

Complete a rubric for each group based on the assignment. Have students demonstrate to reach a consensus about the descriptors at each level. This provides an opportunity to measure:

- Use of ABA and Rondo
- Use of locomotor and non-locomotor movement
- Use of speed and jumps
- Understanding of how to structure a dance
- Performance skills: Energy and Emotion

Criteria	4	3	2	1
Used given choreographic form	Students demonstrate an extensive understanding of ABA or Rondo	Students demonstrate a strong understanding of ABA or Rondo	Students demonstrate a limited understanding of ABA or Rondo	Students demonstrate a minimal understanding of ABA or Rondo
Effort/planning	Demonstrated excellent effort and planning	Demonstrated good effort and planning	Demonstrated limited effort and planning	Demonstrated minimal effort and planning
Performance skills	Performed with excellent energy and emotion	Performed with good energy and emotion	Performed with limited energy and emotion	Performed with minimal energy and emotion

Cool Down:

Have each student complete an exit slip. Include the following questions:

- How else could you incorporate ABA and/or Rondo into your choreography?
- What other types of movements could you use to construct an ABA form?
- What areas do you need to work on in relation to today's assignment?
- What is your next step in working with ABA and Rondo?

Formative Assessment:

The exit slips measure student individual learning by:

- Allowing the student to identify areas of strength or weakness
- Creates an opportunity to set measurable goals set by the student
- Shows understanding of choreographic devices
- Shows the students application of how to use the choreographic devices

Unit: Senior Choreography Project

Lesson #3: Themes

Big Idea (S) of the Unit:

- Literary work can inspire choreography.
- Who or what determines the meaning of a dance?

Goals of this Lesson:

- To learn how to use a literary work to create movement
- To understand the use of theme in creating choreography

Blueprint Strands Addressed:

Dance Making:

Improvise:

- Improvise non-literal movement in response to a dramatic theme
- Work alone, or collaborate with a partner or mid-size group

Choreograph:

- Clearly express the intent or theme of the dance

Perform

- Change focus, mood, and intent for different dances
- Dance with physical and expressive commitment
- Collaborate with an ensemble in rehearsal and performance decisions
- Exhibit attentive audience learning behaviors when viewing the work of other students

Developing Dance Literacy:

- Apply dance vocabulary, terminology, and symbols:
- Use descriptive words in combination with dance terminology

Analyze, Critique and Communicate about Dance:

- Analyze basic structural elements of the choreography
- Evaluate performer qualities
- Speculate on the intent of the dance and whether it was successfully communicated.
- Respond to dance verbally and in writing

Making Connections: Connect dance to other arts and disciplines

- Use ideas and images from other disciplines to inspire new approaches to dance study
- Incorporate other arts and disciplines into dance creation and performance

Unit: Senior Choreography Project

Lesson #3: Themes

Continued

Desired Student Outcomes:

Students will

- **Know:** How literary works can inspire movement through descriptive phrases/verbs and imagery.
- **Understand:** How to find themes within literary works and how those themes can transfer to dance making.
- **Do:** Choose a theme and create movements derived from their memoir/poem.

Assessments:

I will measure student learning by

- Teacher-generated rubrics that will assess the various components of the project
- Teacher observations
- Peer discussions and feedback
- Student performance

Materials/Music:

- Solo project handout, solo project rubric, descriptive words on cards, student memoirs, posted performance rubric (previously created with the class).

Activity: Pre-Assessment:

Presentation of question, topic or theme:

How do we create choreography from a memoir or poem? Provide students with the handout. Discuss each area of the handout with the class. Continue the discussion focusing on:

- **Memoir:** Ask students to choose some images or descriptive phrases/verbs from their memoirs or poems. List these words.
- **Themes:** Ask students about some themes from their text. Make distinctions between very broad themes and smaller, focused themes. As well as narrative themes vs. abstract themes.
- **Choreographic Devices:** Have students recall the choreographic devices and dance concepts that they have learned. List these items.
- **Costumes:** Explain the difference between modern dance costumes and other types of costumes. Have them think and list some ideas that might match the themes present in their memoirs.
- **Performance:** Discuss the various ways that they plan on setting up their choreography (beginning onstage, offstage, lights on/off etc.).

Warm-Up:

- A short warm up. Use verbs and descriptive phrases previously discussed during the warm up exercises.

Development / Elaboration:

- Students will be divided into groups of 4 or 5. Each group will be given a card with descriptive words. Each group will create a dance using the provided words on the cards for 20 minutes. They must decide on a theme/storyline based on the words. Their dances must include the dance concepts of space, time and energy as well as at least 2 choreographic devices.

Unit: **Senior Choreography Project**

Lesson #3: Themes

Continued

Formative Assessment:

During group work, rotate through the classroom to observe students:

- Discussions: using dance terminology and discussing themes
- Choreography: Using the dance concepts and choreographic devices
- Teamwork: sharing roles and responsibilities in structuring the dance

Culmination / Sharing:

Each group will present their choreography to the class. In groups, students will provide feedback on their presentation based on the performance rubric.

Formative Assessment (performance assessment):

Document the scores provided by each group as well as adding your own score. This activity provides an opportunity to measure:

- Understanding the use of themes
- Understanding the use of descriptive phrases/verbs
- Understanding the use of the dance concepts and choreographic devices
- Performance skills: energy and emotion

Cool Down:

- Have students return to their spots on the floor and guide them through stretches by using some descriptive words.

Homework:

- Students will begin to develop phrases based on their memoirs/poems they have selected for this project by using the worksheet they completed in class. Students will have an average of 3-4 weeks to complete this project. Each solo dance must be at least 2 minutes and danced without music. Student must keep a journal of their experiences with this project.

Unit: **Senior Choreography Project**

Lesson #3: Themes

Continued

Bronx Dance Academy: Senior Project Assignment Worksheet

Part 1: Solo Choreography

Due: January 19, 2009

How do we create choreography from a literary work?

Step One: Find a memoir/poem you previously wrote. List below descriptive words and images you find in the text.

Step Two: Find themes in your poem/memoir. List some themes below.

Step Three: Choose choreographic devices and dance concepts. List some below.

Step Four: Think about costumes and/or props. List some ideas below.

Step Five: Begin to build your dance. List ideas for entrances, exits, beginning on stage or off, etc.

Unit: Senior Choreography Project

Lesson #3: Themes

Continued

Bronx Dance Academy 8th Grade Solo Choreography Project Assignment Rubric

Name: _____ Class: _____

Date: _____

- 4** Shows use of all dance concepts
Used 3 or more choreographic devices
Solo piece reflected the memoir
Student displayed good performance skills.
- 3** Demonstrated some use of dance concepts
Used at least 2 choreographic devices
Some of the movements were not connected to the memoir used.
Performance skills need improvement.
- 2** Student showed little use of the dance concepts.
Used 1 choreographic device
Little dance steps were connected to the memoir used
Some performance skills demonstrated, but unsatisfactory.
- 1** No Dance concepts were included.
Did not include any choreographic devices
Many dance steps were not connected to the memoir used.
Student performance skills were need improvement.

Grade: _____ x 25 = Grade _____

Time: (if time limit wasn't met deduct 5 points) _____

Memoir: (if memoir wasn't submitted deduct 5 points) _____

Costumes/props: (If a costume/prop was used add 5 points) _____

Final Grade: _____

Teacher Comments:

Unit: **Senior Choreography Project**

Lesson #3: Themes

Continued

Descriptive Words/Phrases (example)

Jumping for joy	Sticky
Shaking with fear	Evil
Rushed into the room	Devilish
Stormed out of the room	Serious
Crouched over in pain	Lazy
Shook with excitement	Slothful
Shriveled up in the cold	Erratic
Floating around	Shy
Hanging on the edge	Sighing
Creeping around	Scratching
Shuffling through papers	Tranquil
Rumbling stomach	Depressed

Resources:

Descriptive words:

<http://www.msgarrettonline.com/descripwords.html>

<http://www.kisd.org/khs/english/help%20page/Descriptive%20Words.htm>

http://www.yoakumisd.net/junior_high/bartosh/bartosh4.html

http://en.wikipedia.org/wiki/List_of_sports_idioms

Unit: Senior Choreography Project

Lesson #3: Themes

Continued

Bronx Dance Academy Performance Rubric (sample)

Assignment:

Dancers:

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Criteria	Little 1	Some 2	Much 3	Good 4
Dance included a theme				
Used all the descriptive phrases/verbs				
Used 2 choreographic devices				
Used dance concepts				
Performed with energy and expression				

Teacher Observations:

Teacher score: total _____ x 5 = _____

Group scores:

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____

Group grade: _____

Final grade: Group _____ + teacher _____ /2 = _____

** Final grade is averaged with the group scores and teacher score.

Unit: **Senior Choreography Project**

Lesson #4: Rehearsals

Goals of this Lesson:

- To continue developing choreography for their solo projects
- To provide teacher and peer feedback

Blueprint Strands Addressed:

Dance Making:

Improvising:

- Vary movement phrases by changing rhythm, tempo, dynamics and use of space.
- Improvise non-literal movement to express a dramatic theme
- Work alone, or collaborate with a partner or mid-size group
- Use dynamics for expression

Choreograph:

- Use original movement motifs informed by the genres and styles studied
- Show independence and initiative in rehearsals
- Clearly express the intent or theme of the dance
- Understand and use choreographic structures such as ABA, call and response, canon, theme and variation, counterpoint.
- Use choreographic designs such as diagonals, lines, clusters, entrances and exits

Perform:

- Dance with physical and expressive commitment
- Actively relate to the audience
- Improve performance independently in response to feedback
- Dance with rhythmic accuracy and musical feeling

Developing Dance Literacy:

Understand dance as a means of expression and communication

- Identify moments of contrast and surprise
- Understand the effect of spatial transitions in areas of the stage space.

Apply dance vocabulary, terminology and symbols

- Identify various choreographic devices and structures

Analyze, critique and communicate about dance

- Analyze basic structural elements of the choreography

Making Connections:

Connect dance to other arts and disciplines

- Incorporate other arts and disciplines into dance creation and performance

Unit: **Senior Choreography Project**

Lesson #4: Rehearsals

Continued

Desired Student Outcomes:

Students will

- **Know:** The criteria necessary to create solo dance
- **Understand:** How to structure the dance
- **Do:** Create a solo dance

Assessments:

I will measure student learning by

- Teacher observation
- Conferencing/coaching
- Peer discussions

Materials/Music:

- Chart paper, post-its

Activity

Presentation of question, topic or theme:

What are the criteria to create a solo dance?

- Review with the students the criteria necessary to create a solo dance. List these items on chart paper:
 - Source of inspiration: Memoir/poem
 - Theme/storyline
 - Use dance concepts
 - Use choreographic devices
 - Performance skills: energy and emotion

What are some common trouble areas in creating a solo dance?

- Students will post questions on a chart paper and group similar questions together. Review the questions with the class. Have the students try to answer each other's questions. Some examples of questions may include:
 - I don't know how to start the dance
 - I'm stuck and can't create new movements
 - How can I find a theme?

Development / Elaboration:

- Students will begin to work on their individual choreography in class. Allow for teacher feedback and questions.

Formative Assessment:

Look for overall understanding of:

- The assignment
- The application and use of themes
- Use of choreographic devices
- Use of dance concepts
- Performance skills

Homework:

- Students will continue working on their solo projects. They should continue to maintain a journal of their experiences with this project.

Unit: **Senior Choreography Project**

Lesson #5: Solo Choreography Presentations

Goals of this Lesson:

- To have students perform their individual choreography
- To perform a summative assessment

Assessments:

- I will measure student learning by completing the solo project rubric for each student.

Materials/Music:

- Rubrics

Summative Assessment: Activity

Students will present their choreography to the class. Each student will be evaluated by the rubric.

4. Shows use of all dance concepts
Used 3 or more choreographic devices
Solo piece reflected the memoir
Student displayed excellent performance skills.
3. Student Showed some use of dance concepts
Used at least 2 choreographic devices
Some of the movements were not connected to the memoir used.
Demonstrated many performance skills but needs further improvement.
2. Student showed little use of the dance concepts.
Used 1 choreographic device
Few movements were connected to the memoir used
Some performance skills were demonstrated, but were unsatisfactory.
1. No Dance concepts were included.
Did not include any choreographic devices
Movements were not connected to the memoir used.
Student performance skills were not demonstrated.

Unit: **Senior Choreography Project**

Lesson #6: Group Choreography

Goals of this Lesson:

- To learn how to choose groups to create a group dance
- To review the criteria for the group choreography project

Materials/Music:

- Project handouts, project rubrics, and senior checklist.

Activity

Presentation of question, topic or theme:

How do we create group choreography using our solo choreography?

- Review the senior project handout with the class. Discuss the following areas and have the students copy this list:

1. Group members are chosen by:

Their individual solos focusing on their movement style and compatibility, matching themes

2. Combine solos

Option 1: Narrative approach—combine storylines = one story

Option 2: Abstract approach—choose a common theme

3. Experiment with music

Must be instrumental and match theme

4. Use choreography checklist

Warm-Up:

- Students will participate in a basic warm-up focusing on the neck, shoulders, arms, torso, hips, legs and feet.

Development / Elaboration:

- Have the students break into their chosen groups to begin to collaborate on their group choreography. Students will finalize their groups by the end of the class session. Rotate through the classroom to provide assistance and feedback to students.

Formative Assessment:

Look for overall understanding of:

- The assignment
- The application and use of themes/storylines

Homework:

- Students will continue to work on their projects after-school and at home for the next four-six weeks and they will continue to add to their journals. Students must submit a rehearsal schedule for the next class session. Students will present their projects weekly in class for feedback.

Unit: Senior Choreography Project

Lesson #6: Group Choreography

Continued

Deadlines, Details and Criteria

Project Details

1. Each group is required to present the development of their choreography in class each week. Your group will lose points if you or someone from your group does not want to present and they are in class that day.
2. You are to begin working without music and work on making sure that you include all the dance concepts and choreographic devices (ABA form, canon, formations, etc)
3. Everyone is required to attend rehearsals and contribute. Your individual lack of participation and attendance will affect your individual grade for this project. Each group must take attendance at rehearsals out of school and submit the attendance each week.
4. Each group is also required to have a 7th grade student in their group. Failure to have the 7th grade student could result in a failing grade.

Project Deadlines

1. Each group must present a typed one-page information sheet by _____ (part of the written grade=25%). It must include the following:
 - List all group members' complete names and classes.
 - Your rehearsal schedule (including the ones outside of school)
 - Music ideas: list at least *three* songs you are thinking about using. Please include the artist and song title.
 - Theme/Emotional Mood of your piece: please be specific. You should be able to explain what your piece is about (one paragraph).
 - Costume ideas: Give a description of what you are interested in wearing (one paragraph). Include details especially hair, makeup and what you are wearing on your feet. Remember that it must look like a real costume and not street clothes! This costume should match the mood and movements of your piece. Have a plan B just in case! Include the plan B in your description.
2. Informal Showing: _____ (25% of project grade)
 - All choreography must be finalized and completed!
 - Groups will be graded (according to the rubric) by a panel of teachers and videotaped.
 - This grade will be averaged with the grade you will receive the day of your performance (See below)
 - You must have at least one person in the complete costume (for approval) and everyone else in uniform.
 - Music must be selected for the showing (a rough copy is acceptable)
 - Seventh grade student must be present
 - If any of these areas are not complete/missing, or if group member are missing your group will lose 5 points for each area per person in the group!

Unit: Senior Choreography Project

Lesson #6: Group Choreography

Continued

- Tickets will be distributed to those groups who will be selected to participate in the performance (Two tickets per student) after permission slips have been returned.
 - The groups who receive the highest grades will be selected to participate in the June Show.
3. Music and costumes must be completed and submitted by _____
- Groups will lose 5 points per person per day that items are handed in late!
4. Performance: _____(20% of project grade)
- All students must wear make-up, proper underwear, coordinating shoes (ballet slippers or jazz shoes) tights (if needed), and hair must be neat and uniform. Photos will be taken of each group.
 - There will be two performances the same day: One for the school during the day and a second for the family and friends in the evening. The second performance will be graded.
5. Written reports are due: _____(25% of project grade)
- Must be 3-4 pages typed times Roman or Arial 12pt font (no bigger than these letters), double spaced
 - Research the following jobs and answer the questions below in paragraph form: Choreographer or Artistic Director (2 pages)
 - What are their responsibilities?
 - What type of education or experience do they need to get this job?
 - What did you experience that was similar to these jobs? Which responsibilities were connected to your group project?
 - Write your detailed experience in essay form (like a story) or in a journal entry format with the dates
 - Fill out the self-assessment rubric Include a one paragraph summary of your overall experience at the end of your report
 - You can include a cover page, photos or drawings
6. Grading and scores: Your total grade will be calculated as follows:
- Individual score = 30% + written report (includes information sheet) = 25% + Informal score = 25% + Performance score = 20% this includes attendance at rehearsals, the information sheet, and in class presentations. (30+25+25+20=100%)
 - Remember that this grade is only for the senior project and not for your report card. You still must participate every day and come dressed to dance in order to pass dance for the year!

Unit: Senior Choreography Project

Lesson #6: Group Choreography

Continued

Senior Choreography Checklist

Does your dance have the following criteria????

√	Criteria
	Clear Beginning
	Unique Formations
	New Movement that is Unique
	Smooth and Unique Transitions
	Use Dance Concepts:
	• Levels
	• Pathways
	• Locomotor/Non-locomotor
	• Changes in Size of Movements
	• Speed Changes
	• Percussive
	• Sustained
	• Clear and Interesting Shapes
	• Accents and Rhythms
	Choreographic Devices/Structures
	• Canon and Ripples
	• ABA Form
	• Theme and Variation
	• Rondo
	• Retrograde
	• Repetition
	Changes in the amount of dancers throughout the dance (solo's, duets, etc.)
	Changes in facings or stage directions
	Clear entrances and exits
	Energy and focus when performing
	Keeping rhythm with the music or counts
	Clear ending

Unit: Senior Choreography Project
Lesson #6: Group Choreography
Continued

Self Assessment Form

Name _____ Class _____ Date _____

DID I...?	4 Great	3 Good	2 Fair	1 Poor
Contribute to the choreography?				
Understand how to develop choreography?				
Participate in rehearsals with full focus and concentration?				
Understand how to create new movement?				
Dance with energy and focus?				
Keep a detailed journal?				
Assist with choosing the costume?				
Assist with choosing music?				
Help others who needed help with the movement?				
Communicate with the 7th grade student at all times?				
Handle all decisions fairly?				
Remain positive when given feedback?				
Allow for others to contribute to the group?				
Attend all rehearsals?				
Handle conflicts professionally?				

****Look at which column had the most boxes checked. Use the results to write your reflective essay.**

Unit: **Senior Choreography Project**
 Lesson #6: Group Choreography

Continued

Self Assessment Form - page 2

Performance Areas: Choreography	Exem- plary 5	Accom- plished 4	Develop- ing 3	Begin- ning 2
Unique movement style and interesting movement combinations and/or ideas				
Clear beginning, middle and end				
Theme and/or storyline is apparent, fits music				
Varied use of speed (slow, medium, fast) throughout the piece				
Used the dance space to show interesting designs, facings, patterns and ar- rangements				
Demonstrated clear and interesting shapes				
Technique, smooth transitions and clarity in movements are demonstrated				
Varied use of levels (low, middle, high) throughout the piece				
Performance Areas: Stage Performance				
Demonstrated confidence and focus				
Performed with energy and expression				
Kept in rhythm with the music or counts				
Maintained coordination				
TOTALS				

Unit: **Senior Choreography Project**
Lesson #6: Group Choreography
Continued

Bronx Dance Academy
Group Choreography Group Rubric

Students:

Total _____ x 1.67 = GROUP SCORE _____

Comments:

Unit: Senior Choreography Project

Lesson #7: Audition Process

Goals of this Lesson:

- To learn how to facilitate an audition
- To learn how to choose appropriate candidates for their projects

Materials/Music:

- Chart paper
- Blank paper

Activity

Presentation of question, topic or theme:

How do we conduct an audition? How do we choose the right dancer for our project? In their set groups, have the students create a list of steps needed to conduct an audition and a list of criteria that they would like for their 7th grade student to demonstrate. As students are working, ask them the following questions:

- What type of skills does your dancer need to have in order to perform your choreography?
- How much dancing do you want them to do?
- Do you want your dancers to improvise at the audition?
- What movement are you going to use to audition the dancers?
- What type of selection process are you planning to use?
- Are you going to use music?

Each group will share out their responses with the class. Chart the answers.

Warm-Up:

- Have the students perform a basic warm-up.

Development / Elaboration:

- Students will work in groups and begin to create and select the movements for the audition. Rotate and provide assistance and feedback to students.

Formative Assessment:

Look for overall understanding of:

- The assignment
- The audition process

Homework:

Students will continue to work on their projects and add to their journals. Note: Auditions will be held after school hours.

Unit: **Senior Choreography Project**

Lesson #8: Choosing Music

Goals of this Lesson:

- To learn how to find appropriate music
- To discuss how music can be used in modern dance

Materials/Music:

- Various music styles (3-4 different artists)
- Music handout
- Posted performance rubric (previously created with the class).

Activity:

Pre-Assessment:

Presentation of question, topic or theme:

What is appropriate music for modern dance? How can that music influence the choreography?

Review the Music Handout with the students. Engage in a discussion focusing on how music can be used:

- Syncopation
- Opposition to the mood of the music (dancing to an upbeat tempo with slow movement)
- Dancing off beat or on beat

Warm-Up:

Students will participate in a structured/guided improvisation that will begin on the floor through to standing.

Different styles of music will be played for each section of the warm-up. They will improvise to the music.

- First song: Have students move to the music on the floor paying attention to the mood the music is creating
- Second song: Students will then begin to move in middle level throughout the space while they interpret the song
- Third song: they will improvise to the music and mood in high level throughout the space. They should do jumps and hops.

Development / Elaboration:

Ask the students the following questions:

- How did the music influence your movements?
- How can you apply this to your choreography?
- What types of moods did you experience and how can those be applied to your dances?
- Have the students break into their assigned groups and try to use one of the previously used songs in their dances.

Unit: **Senior Choreography Project**

Lesson #8: Choosing Music

continued

Formative Assessment:

Culmination / Sharing:

- The students will present their choreography to the class with the selected music. The class will provide feedback based on their presentation. Continue to draw upon the previously asked questions.

Cool Down:

- Choose a mellow/slow song, have students return to the improvisation by starting standing and reversing to the floor. Movement should be slow and fluid. Continue to make reference to the mood, feelings and images the music is providing them.

Homework:

- Students will continue to work on their projects and add to their journals

Unit: Senior Choreography Project

Lesson #8: Choosing Music

continued

How to find appropriate modern music

Decide what type of mood matches the theme of your dance (mystery, celebration, death, struggle, achievement, etc).

Choose a music genre from the list below: (please note there are many more, including sub-genres.)

List names of some artists next to the music genre that you may know.

GENRE	ARTISTS NAMES
Alternative	
Ballad	
Big band music	
Blues	
Celtic	
Classical music	
Country	
Contemporary R&B	
Dance music	
Hip Hop	
House music	
Jazz	
Latin	
Neo Soul	
Pop Music	
Reggae	
Rock	
Swing	
Techno	
Waltz	

Search online at these websites to hear samples of music and to find artists:

www.new.music.yahoo.com

www.music.com

www.rhapsody.com

www.pandora.com

www.gofindmusic.com

www.wikipedia.com

Unit: **Senior Choreography Project**

Lesson #9: Class Showings

Goals of this Lesson:

- To practice performance skills
- To provide an opportunity for teacher and peer feedback

Note: These showings will occur once per week

Materials/Music:

- Teacher feedback sheets
- Student feedback sheets

Formative Assessment: Activity

Groups will present their choreography to the class.

Written feedback will be provided to each group from both students and the teacher.

Unit: **Senior Choreography Project**

Lesson #9: Class Showings

Student Feedback Sheet

Group:	Date:
Two stars (commendations) and a wish:	
Wish:	

Unit: **Senior Choreography Project**

Lesson #9: Class Showings

Teacher Feedback Sheet

Group:		Date:
Strengths:		
Weaknesses:		
Recommendations for next steps:		

Homework:

- Students will apply feedback to their choreography for the next rehearsal or class session. They will continue to journal their experiences.

Unit: **Senior Choreography Project**

Lesson #10: Informal Performance

Goals of this Lesson:

- To present group choreography
- To conduct a summative assessment

Materials/Music:

- Group choreography rubrics
- Video camera

Summative Assessment: Activity

Groups will perform for faculty who will assess their choreography using the rubric. Students will be videotaped. The following criteria must be included in their dance:

- One student from each group must wear the desired costume choice
- Choreography should be 3 minutes
- Music must be selected. A rough copy may be used
- All dancers should be in black dance attire

Unit: **Senior Choreography Project**

Lesson #11: Self Assessment/Reflection

Goals of this Lesson:

- To have students reflect on their group and individual performance
- To allow for students to apply their findings to their choreography

Materials/Music:

- Video of the informal performance
- VCR/DVD
- Video blank sheets

Activity

Presentation of question, topic or theme:

How can we improve our choreography through self-reflection? Have the class view the informal performance video. Individually have students complete the following questions:

- What is your overall opinion of your group choreography?
- What recommendations are you planning to make?
- What choices could you have made differently? Kept the same?
- How do you plan on implementing these suggestions and changes?
- How would you rate your individual performance?
- What are some strengths you observed in your performance skills?
- What are some weaknesses you observed in your performance skills?
- What are your personal next steps to improve your individual performance?

Development / Elaboration:

- Engage in a discussion with the class. Ask for students to share their answers with the class. Have the students work in their groups to discuss their feedback and ideas to improve their choreography. Allow time for them to continue working on their choreography.

Homework:

- Students will continue their choreography and journaling.

Note: Groups will be given 2-3 more weeks to continue to apply feedback from the graded rubrics and continue working on finalizing their projects. All costumes and music must be finalized.

Unit: **Senior Choreography Project**

Lesson #12: Final Performance

Goals of this Lesson:

- To have students perform their completed projects
- To conduct a summative assessment

Materials/Music:

- Group project rubrics
- Video camera

Summative Assessment: Activity

Groups will perform for faculty, students and parents. Groups will be graded a second time.

Note: Reflective papers will be handed in 1-2 weeks after the final performance.