

Instructional Unit Title: Dancing a Map

Dance
4th Grade

The teacher may brainstorm key elements of maps (e.g. landmarks and symbols) so the students can begin to understand how information is conveyed in maps.

The teacher may model group ensemble exploration so that students can understand the importance of rules when working as a collaborative group.

The teacher may guide students in an exploration of perspective and direction so that students can identify the importance of map orientation in relation to direction (east, west, north and south).

The teacher may brainstorm different landmarks and symbols (e.g., monuments, roads, compass rose) so that students can begin to creatively explore how dance movements might provide physical/visual metaphors for map representations.

The teacher may explain/demonstrate additional dance elements (e.g., music) so that students can examine ways to enhance dance sequences through the purposeful layering of elements.

The teacher may illustrate a beginning, middle and ending of a dance so that students can deepen their sense of the importance and necessity of choreographic blocking/structure.

The teacher may guide/model movement and travel steps (other than walking) from shape to shape so the students can begin to see transitions as central to the creation of a cohesive dance structure.

The teacher may model body shapes and movement as metaphors for landmarks/symbols so the students can begin to experiment with forming shapes with their bodies.

The teacher may explore and discuss audience expectations so the students can begin to articulate and appreciate the need for specific etiquette during dance performances.

(Post-Performance Task) The teacher may model performance reflection so that students can understand the significance of an informed evaluation/critique and its relationship to the creative process.

PERFORMANCE ASSESSMENT: Your class has been asked to perform for students attending the Colorado Geography Bee. The organizers of this event know that you have been studying how to convey ideas through dance and have asked you to represent the key elements of maps through dance. You will work together in ensemble groups of 3-4 to create the shapes of landmarks and symbols on a map by using your bodies to make the shapes. You will also include transitional movements and travel steps between each shape so that your group will have created a short dance piece. After you have created your dances, you will perform them for your classmates as your "test" audience.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.