Dance/Theatre Lesson PLan SUBMISSION

1. **Part A**

**Poetry in Motion**

**Dance is thought made visible – reconstruct the idea in the material world and see the poem in the dance. Analyze the creative process and the relationship between the stimuli and the movement.**

1. Research the concepts in the poem.
2. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

**Part B**

**Find the meaning in the poem through Composition:**

**The Beginnings of Composition**

**Stimulus**

**Decision on Type of Dance**

**Mode of Presentation**

**Representational or symbolic**

**Improvisation**

**Evaluation of Improvisation**

**Selection and Refinement**

**Motif**

Make ACTIONS, SHAPES and GESTURES from the concepts in your poem. Define balance, control and coordination in a movement motif.

Select movement motifs at the Low, Middle and High levels that transition and connect to CREATE a short movement phrase with a beginning, middle and an end.

MANIPULATE a short movement phrase that can be varied and incorporated into a dance study.

SELECT specific shapes and movements that will extend and change a patterned movement sequence.

REFINE the movement phrases and incorporate them into a movement sequence that has meaning.

Develop a sequence that demonstrates the theme, action and intent of the dance.

Use Choreographic Devices to enhance the phrase and develop the dance forward:

Repetition, Retrograde, change in size, rhythm, space,

Develop Contrast, Highlights, Proportion and Balance, Logical Development and Unison.

Organize the Dance Form:

Binary Form - A (original section), B (new section)

Ternary Form - A.B.A (going back to the beginning rounds it off)

Rondo Form - A.B.A.C.A.D.A. (a verse and chorus framework)

Theme and Variations - The theme provides the basis for the variations

Canon or Fugue - One or two themes or motifs are repeated by successive dancers and

                             interwoven into a well defined single structure. Useful for group studies

Narrative Form - A.B.C.D.E.F.G. (A gradual unfolding of a story or idea. Movement content is

                            sequentially arranged into sections.

Top of Form

You will use the steps in this document to submit your lesson plan items to CDE. Use these numbered steps to navigate between pages of this form.

1. **Context** 2. **Lesson Plan Implementation** [**3. Tools / Uploads**](http://think360arts.org/portal/peer-exchange/submit-workshop-session/#3)[**4. Reflections**](http://think360arts.org/portal/peer-exchange/submit-workshop-session/#4)
2. Context

Lesson Plan Title

**Poetry in Motion**

**Dance is thought made visible – reconstruct the idea in the material world and see the poem in the dance. Analyze the creative process and the relationship between the stimuli and the movement.**

1. Research the concepts in the poem.
2. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

Lesson Plan Context (Content area and grade level, class size, your student population (**without** any personally identifiable information), and relevant features of your school environment (e.g., access to instructional materials, aspects of the school culture that influence instructional decisions)

St. Mary’s Academy High School Introduction to Dance class: Grades 9-12 = 12 students

Diverse Community comprised of Elementary, Middle and High schools with a total of 680 students on campus.

Art Disciplines

Theatre

Dance

[**2. Description of the Lesson**](http://think360arts.org/portal/peer-exchange/submit-workshop-session/#2) **Plan Implementation** -Provide a straightforward synopsis of the enactment of the lesson. It may be helpful to think about the lesson from a student's point of view, or the perspective of an observer who didn't know your lesson plan ahead of time.

**Description of the Lesson Implementation:** Provide a straightforward synopsis of the enactment of the lesson. It may be helpful to think about the lesson from a student's point of view, or the perspective of an observer who didn't know your lesson plan ahead of time.

**3.** [**Tools / Uploads**](http://think360arts.org/portal/peer-exchange/submit-workshop-session/#3)

Lesson Tools / Artifacts\*

Describe materials, resources used and/or rationale for use of materials.

Poems selected by the students. Rationale – The Best Things in Life are Free. Understanding the reason for existence and why each day is a struggle for young people. Social media provides stimulus and answers. However, there is still too much “input.” Students accept that discipline, grit and an open mindset are necessary to succeed.

Music selected to accompany the stimulus from the poem aided one student to feel and express her emotions through the movement more easily.

**Music: “Faded” by Alan Walker**

Objectives: **1. Find the meaning in the poem using Composition.**

**2. Manipulate the movement and provide structure and form to view the poem in motion by:**

1. Creating a movement motif – a shape, action and/or gesture to state “something” and reflect the original idea.
2. Repeating the movement to remember the action: muscle memory.
3. Instigating variations and contrast to give the movement color and a change of pace.
4. Using highlights and Crescendos to signify special moments.
5. Developing proportion and Balance in the shapes and transitions.
6. Providing logical development.
7. Maintain unity.
8. Highlight and Crescendos

The students directed their own learning in the creative process:

1. The students wrote an artistic statement describing the essential concepts in their poem.
2. The students improvised, manipulated, selected and refined movement into phrases.
3. The students generated and documented ideas and choreographic options related to the theme.
4. The students composed a solo dance using the movements/phrases generated that explored a variety of choreographic devices and structures. The solo dance supported the artistic intent as noted in the artistic statement.
5. After recording the first performance the students recorded the feedback in order to improve the quality of the dance.
6. Further discussions involved possible revisions based on feedback and reflections from the teacher and peers. Feedback submitted in writing with a corresponding rationale that depicted the revisions made and how the choices clarify the artistic intent in the dance.
7. Revisions made in the solo dance. Refined performance recorded employing production elements (music, costume).
8. Final performance shows the use of performance dynamics to express artistic intent of the piece.

Lesson Planning Files

* Please plan to send via email the following resources from the institute (all materials can be found in the [EventMobi App](https://eventmobi.com/asas/) under documents in the left side navigation bar)

\*\*All information submitted **cannot contain** any student Personal Identifiable information

* Lesson\_Plan\_Guide.doc (you may submit your own lesson plan but please include answers to the guiding questions on the right hand –pink shaded-section within the lesson plan guide)
* Feel free to share any other artifacts to help a reader understand your lesson such as power points, reading materials etc. as long as all copyright needs are taken into account since these will be shared publicly on the CDE website. If you share any photos or film, they should not include faces or identifiable information.

[**4 Reflections**](http://think360arts.org/portal/peer-exchange/submit-workshop-session/#4)

*Teacher Reflections- What are the strengths in the lesson plan? What changes would I make in the lesson plan for next time?) For additional question ideas, feel free to refer to the TeacherReflection.v2.docx in the* [*EventMobi*](https://eventmobi.com/asas/documents/170488)*. There is a question bank to pull from to develop your own reflection protocol regarding the lesson you are sharing. Please type the questions and your answers in the box below.*

Bottom of Form

*Student Reflections-* (*What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the lesson?)*) *For additional question ideas, feel free to refer to the StudentReflection.v2.docx in the* [*EventMob*](https://eventmobi.com/asas/documents/170488)*i. There is a question bank to pull from to develop your own reflection protocol regarding the lesson you are sharing. Please type the questions and your answers in the box below.*

The performance allowed the viewer to see the poetry in motion. Movements represented life’s experiences. Lessons learned from the students’ struggles to succeed in relationships with peers and family, and in the school environment. One student remarked on the importance of goal setting and overcoming life’s obstacles. She aimed to enjoy the “little things” in life.

Another student commented:

Pushing and pulling,

Like a tug of war kids play,

Trying to change those around us.

Being told different things,

Can't decide who to believe.

What is important and what is not,

Expectations that you can't do.

A higher pole to jump over,

Higher than I am tall.

Let me tell you a secret,

When somebody tells you to do something that you know you just can't do.

Just lift your head up,

And say I can't reach the pole now,

But I will when I am older and wiser. - Meghan Kane

As I am being stretched, I begin to discover what is important in life. I make my own path, deciding on my own what is important. Life is a daily struggle, working hard on climbing the mountain of life. If you stop, you could slide down the mountain. I reach for each pole, each one higher than the last. Be proud of your achievements and hard work, but ask for help if you need it.

The student portfolio stated facts regarding the challenges for a student with limited experiences in dance. Self-assessment, peer and teacher feedback made changes and improved performance. The student reflected on one of her peer’s performances:

**My classmate did a symbolic representation of her poem while I did a literal representation of my poem. She also did her dance to lyrical music while I had my poem read aloud. Both of our poems had the same basic message of struggle and learning how to draw strength from those challenges.**