Instructional Unit Title: Abstracting your Inspiration

**Dance**

8th Grade

As an introduction, the teacher may discuss contrasting emotions and how they might be expressed through movement, so that students can begin considering how emotions can be communicated in a dance phrase.

The teacher may demonstrate a dance phrase that is an abstraction (or variation) of the original intent so students can begin exploring how to modify and transform movements into new phrases expressing new emotional connections.

The teacher may share a variety of collaborative processes so that students can begin creating dance phrases that will be abstracted (transformed) to express and symbolize two contrasting emotions.

Teacher may engage the students in an analytical discussion so that they can compare and contrast original dance phrases with abstract variations in order to reflect on the creative process of improvisation.

The teacher may engage students in co-constructing rehearsal processes for original and abstract variations so that students can begin exploring ways to refine and perfect a dance phrase.

The teacher may define a structure of the creative process so that students can begin to improvise and develop original variations of dance phrases created with an emotional intent.

**PERFORMANCE ASSESSMENT:** You have been asked to bring the idea of abstraction to life by a local art museum. The process of taking an original idea and abstracting it through various creative transformations should bring kinesthetic understanding to local visual artists. In small groups, you will create original movement phrases that will symbolize selected emotions. These original movement phrases will derive from basic choreographic dance phrases you have learned in class. At the end of unit you will perform a final presentation for your class and take part in a discussion evaluating the similarities and differences between the choreographed dance phrase and the abstracted version.

(Post Performance Task) The teacher may use a recording of students’ performances so that students can understand the use of the reflective process as central to the work of (dance) artists.

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](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples).