Instructional Unit Title: Creating and Notating Dances

Extended Pathway

As an introduction, the teacher may present a historical account of the Language of Dance by Anne Hutchinson Guest so that students can understand why this style of notation of dance was developed.

The teacher may explain and display the Movement Alphabet so that the students can begin to understand this style of dance notation.

The teacher may demonstrate movement from a portion of the symbols from the Movement Alphabet so that the students can begin to make connections between the symbol and the movement that coincides with the symbol. (This step may be repeated as needed to demonstrate the Movement Alphabet in its entirety)

The teacher may guide the students to physically perform the portion of demonstrated symbols so that the students can begin to embody the kinesic representation of the Movement Alphabet. (This step may be repeated as needed to perform the Movement Alphabet in its entirety)

The teacher may allot the students time to explore and utilize a portion of symbols from the Movement Alphabet so the students can chronicle and note movement phrases within the repertory excerpt.

The teacher may assign small student groups a video excerpt of a repertory movement by a historical choreographer, so that the students can begin to identify the Language of Dance symbols needed to document the movement from classic choreography.

The teacher may invite each student group to perform their original sequence so their peers can identify and analyze which symbols the student group utilized. (This step may be repeated as needed to demonstrate student mastery of symbols within the Movement Alphabet.)

The teacher may instruct small student groups to apply two or more learned symbols so the students can create a short movement sequence inspired by each symbol. (This step may be repeated as needed to apply the Movement Alphabet in its entirety)

PERFORMANCE ASSESSMENT: You are a dance notation specialist who has been hired by the Carson Brierly Giffin Dance Library to record the movement of a historical choreographer. You will present a symbolic representation of the excerpt of repertory movement and explain how the symbols connect to the movement for the Carson Brierly Giffin board. You will incorporate symbols from the Movement Alphabet of the Language of Dance.

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.