

The Blueprint for Teaching and Learning in Dance: DANCE COMPANY

Title of the Unit: Dance Composition	Unit Dates: 9/21/20- 12/4/20
Dance Teacher Name: Assantwa Green	Number of Class Sessions: 50
School: John Dewey High School	Benchmark(s): See Below
Grade/Class: 12th	

Unit Description

What will students do in this unit? (one to three brief sentences)

Students will review dance styles from the previous three years in the dance class. Students will begin preparing their Dance Portfolios. This is a major component of the requirement for the New York State Arts Assessment.

<p>Big Ideas of this Unit: Students will understand that:</p> <ul style="list-style-type: none"> • Dance is an important part of our lives. • Choreography can be developed from previously learned information. • Laban Movement Analysis can make the choreography process a lot more simpler. 	<p>Essential Questions of this Unit: Students will answer:</p> <ul style="list-style-type: none"> • Why is dance important? • How can we build from prior knowledge and develop our own choreography? • How has the Laban Movement Analysis contributed to dance history? • Who are some dance events that are historically important?
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Indicators of Student Learning

<p>CONTENT—Students will know:</p> <ul style="list-style-type: none"> • Vocabulary sentences • Lyrical/Contemporary Modern dance style • Beginning vocabulary • Progressions • Laban vocabulary, symbols, and dimensions • Advanced Improvisation • Self-assessment • Composition 	<p>SKILLS—Students will be able to:</p> <ul style="list-style-type: none"> • Develop basic movement sentences • Review various Modern dance styles • Create short dances • Learn how to read, and use the Laban Movement Analysis chart • Self-assess & Peer Assess
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Dance Blueprint Strands Addressed

(Highlight ONLY the components being assessed)

Dance Making	Developing Dance Literacy	Making Connections	Working with Community and Cultural Resources	Exploring Careers and Lifelong Learning
<ul style="list-style-type: none"> • Develop Skills and Techniques • Improvise • Choreograph • Perform 	<ul style="list-style-type: none"> • Understand Dance as a Means of Expression and Communication • Apply Dance Vocabulary, Terminology and Symbols • Analyze, Critique and Communicate About Dance 	<ul style="list-style-type: none"> • Understand Dance History and the Social and Cultural Significance of Dance (Theatrical, Ritual & Social Dances) • Connect Dance to Other Arts and Disciplines 	<ul style="list-style-type: none"> • Engage with Community and Cultural Institutions, Colleges and Universities • Use Dance Research Resources • Share Dance Experiences in and Between Schools 	<ul style="list-style-type: none"> • Learn About Careers in and Related to Dance • Set and Work Toward Goals • Value Dance as a Source of Enjoyment and Lifelong Learning

	<ul style="list-style-type: none"> Identify and Compare Dance Styles, Genres, Major Works and Artists 	<ul style="list-style-type: none"> Utilize Technology in Connection with Dance Connect Dance to Health and Well-Being 		
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Learning Experiences (Briefly describe each experience)
<ul style="list-style-type: none"> Week 1 & 2: Review of Various Modern Dance Styles- Students will review the components of a dance class by reviewing a structured warm up. They will review the various dance styles that were learned in the previous three years.
<ul style="list-style-type: none"> Week 3 & 4: What is Choreography?- Students will begin to understand the importance of choreography. Students will begin to use prior knowledge in the dance class as motivation for movement sentences.
<ul style="list-style-type: none"> Week 5 & 6: Laban Movement Analysis- Students will learn how to read the LMA chart, and use it as a resource to aid them into their own choreography. Students will also watch famous dance works, and begin to get choreographic ideas
<ul style="list-style-type: none"> Week 7- 10: Student Choreography- Students will begin by developing solos. Students will then work with a group to develop group choreography.

Pre-Assessment	
What do students already know and understand about this area of Dance Making? <ul style="list-style-type: none"> Freshman, Sophomore and Junior Year Dance Knowledge. 	What skills related to this unit have students already developed? <ul style="list-style-type: none"> Dance vocabulary Basic choreographic skills

Unit Assessments		
Examples: Performance task with checklist, peer observation with feedback protocol, student self-assessment form videotape of student work with scoring rubric, test with grading system, student journal writing coded for vocabulary		
Self-Assessment <ul style="list-style-type: none"> Corrected teacher feedback Re-watch their video assessments 	Peer Assessment <ul style="list-style-type: none"> Breakout Rooms 	Teacher Assessment <ul style="list-style-type: none"> Teacher Logs Weekly Assessments Daily Check-ins

Teacher Self-Assessment / Reflection Strategies	
What worked well? <ul style="list-style-type: none"> Actually having students engaged online. It is quite different since it's remote learning, and most of them had never took a traditional dance class before, but the students hung in there. 	What should be changed? Provide suggestions. <ul style="list-style-type: none"> Schoolwide initiative to hold the students more accountable.

Materials and Resources
(Books, music, articles, websites, etc.)

- YouTube
- Pear Deck
- Edupuzzle