

Unit 6: Performance Ready!
Dance Grades 7 and 8
6 Class Meetings

Created May 2021, Updated May 2022

Essential Questions

- How do dancers prepare for a performance?

Enduring Understandings with Unit Goals

- **EU 1:** Dancers work with space, time and energy to communicate artistic expression in performance.
 - Revise our dance pieces to be performance ready.
 - Assess the stage and adjust the spacing of the dance pieces.

- **EU 2:** Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
 - Connect production elements to our dance pieces.
 - Perform dance pieces in front of an audience.

Standards

National Core Arts Standards:

DA:Cr1.1.8 a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

DA:Cr1.1.8 b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

DA:Cr2.1.8 a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices

DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

DA:Pr4.1.8 a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

DA:Pr4.1.8 b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

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DA:Pr5.1.8 a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

DA:Pr5.1.8 c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).

DA:Pr6.1.8 a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post- performance, accept notes from choreographer and apply corrections to future performances.

DA:Pr6.1.8 b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.

DA:Re.7.1.8 a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

DA:Re.7.1.8 b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre- specific dance terminology.

DA:Re8.1.8 a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

DA:Re9.1.8 a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

DA:Cn10.1.8 a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Revise created dance pieces to get ready to perform.

○ **Key Terms and Vocabulary:**

- Warm-up
- Technique
- Choreography
- Rehearsal
- Clean
- Adjust

2. Add technical elements.

○ **Key Terms and Vocabulary:**

- Costumes
- Hair/ Make-up
- Props

3. Hold a dress rehearsal

4. Perform for an Audience

○ **Key Terms and Vocabulary:**

- Wings
- Number line
- Lights
- Cue
- Transitions
- House
- Stage
- Stage Directions

Interdisciplinary Connection:

Music: Rhythm, music styles, tempo, syncopation, pitch, instruments

Math (Geometry): Lines, shapes, angles in movement, spatial relationships

Theater: Cue, Stage Directions, Wings, Lights

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Revise and rehearse their dance pieces from earlier lessons in the year.*
 - *Review your choreography from the graphic organizer.*
- Connect technical elements to dance pieces.*
 - *Make a list in your dance journal of the costume pieces and props you need and what side of the stage they need to be on.*
- Engage in technical and dress rehearsal at a Theatrical Space. ~~the Garde Theater.~~
 - *Fill out a how do you feel chart for rehearsal at the Garde.*
- Reflect on their performance experience.
 - *In your dance journal write down the best part of performing at the Garde.*

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on dance skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Small group instruction
- Small group devising
- Conferencing

EL Differentiated Instruction

- Word walls with visuals of dance vocabulary
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling of dance steps by teacher
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Warm-up
- Dance Journals
- Student discussions and responses
- Accountable Talk Discussions
- Rehearsal and Performance participation (EU 1 & 2)
- Stage Directions Quiz (EU 1)
- Stage Vocabulary Quiz (EU 2)
- Performance Task- “Dance Celebration” (EU 1 & 2)
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Rehearsal and Performance participation (EU 1 & 2)
 - Performance Task- “Dance Celebration” (EU 1 & 2)

Unit Task

Unit Task Name: Performance Task- “Dance Celebration”

Description: In this task students will rehearse and revise the dance pieces they created during the school year. They will prepare to perform them onstage. They will work to be prepared for this performance making sure that they continue to keep the artistry of their work in the foreground of the performance process. They will reflect on the process following the performance.

Summative Assessment and Teamwork Rubric.

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Unit Resources

- Dance Journals with choreography written in graphic organizers.
- Costumes
- Props
- Lighting Choices
- Music
- Laptops
- Smart Boards
- Google Slides/ Power Point Presentations
- Speakers
- Paper
- Pencils/ Pens
- Dance Journals
- How do you feel? Charts
- Worksheets