

Unit 2: Language of Dance

Grade Subject: 3-5

UNIT TOPIC AND LENGTH:

- In this unit students will learn the language of dance, the symbolic (written) language of dance. Thus far, students have learned that dance is an expressive language that is communicated through movement with the body. In this unit students will familiarize themselves with LOD (Language of Dance) to learn about the different elements of dance, create their own symbols, plan and create dances. Dancers will use LOD to have a deeper understanding of the elements of the dance using Laban Movement Analysis (LMA). This unit will take 8-10 weeks.

COMMON CORE CONTENT STANDARDS:

GRADES 3,4,and 5

NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

NYS: 3rd Grade

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence

They come to understand other perspectives and cultures.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

1d. Explain their own ideas and understanding in light of the discussion.

NYC: Arts Blueprints: Dance

NYC: Grade 5

Dance Making

Develop Skills and Techniques:

Through participation in dance classes, students achieve the ability to:

demonstrate a variety of extensions and flexions, limb rotations, stretches, swings, bends and twists.

exhibit control in balance (two feet, one foot, other body points).

Improvise:

Students explore dance movement and group dynamics, demonstrating the ability to:

distinguish symmetrical and asymmetrical shapes.

employ a variety of traveling actions.

use focus as a dance element.

work alone, or cooperatively with a partner or small group, with awareness of the self in relation to others.

respond to musical accents and rhythms.

Choreograph:**Students collaborate on choreography, demonstrating the ability to:**

create a short dance with peers, incorporating several movement phrases with a beginning, middle and end.

make choices based on simple choreographic structures such as AB, ABA, canon, theme and variation. rehearse, evaluate, revise and edit a dance in collaboration with peers.

Perform:**Students perform, demonstrating the ability to:**

dance with responsiveness to rhythm, tempo and mood of music.

understand stage directions.

consistently exhibit appropriate behavior in rehearsal and performance.

Developing Dance Literacy**Apply Dance Vocabulary, Terminology and Symbols:****Students understand, speak and read an expanding dance vocabulary; apply it to their writing; and use it to enrich their dancing, demonstrating the ability to:**

apply contrasting dance words, (e.g., point/flex, round/arch).

demonstrate and invent a wide range of contrasting action words (e.g., pull/push, fall/recover) and descriptive words (e.g., gliding/bouncy, heavy/light).

BIG IDEAS/ENDURING UNDERSTANDINGS:

- Dance as a written and expressive and written language using LOD.
- Understanding the many of elements of dance using LMA (Laban Movement Analysis)

ESSENTIAL QUESTIONS:

- What is the secret language of Dance (LOD)?
- What does each symbols mean and how can we use it to document and plan our dances?
- What are the elements of dance?
- How can we use LMA to dissect and talk about the elements of dance?

CONTENT:

- Laban Movement Analysis
- Elements of Dance: Body, Space, Effort/Dynamics, Relationships, Levels, Actions, Pathways

SKILLS:

- Decoding the Language of Dance
- Creating our own LOD symbols
- Discussing about dance by using LMA
- Creating dances that incorporate different elements of dance
- Explore a variety of elements of dance
- Using Dance Feedback Protocol to talk about dance

VOCABULARY/KEY TERMS:

- LABAN MOVEMENT ANALYSIS
- LANGUAGE OF DANCE
- DANCE FEEDBACK PROTOCOL
- BODY PARTS

- LEVELS
- LOCOMOTOR- NON-LOCOMOTOR – TRAVEL- IN PLACE
- MOVEMENT- STILLNESS
- GENERAL/PERSONAL SPACE
- DIRECTIONS
- ACTION WORDS

ASSESSMENT EVIDENCE AND ACTIVITIES:

INITIAL ASSESSMENT : (IF APPLICABLE)

FORMATIVE ASSESSMENT: (IF APPLICABLE)

FINAL PERFORMANCE TASK:

LEARNING PLAN & ACTIVITIES:

Lesson 1:

Lesson 1: Introduction to Language of Dance: Forward/Backwards

Intro: Teacher will begin the lesson by asking students in the room to raise their hand if they speak a language. After everyone's hands go up, ask who speaks two? 3? Following the teacher will ask the students to find example of languages that don't use the Roman/Phonetic Alphabet- meaning ABCD—what languages use other characters or signs? After hearing student responses, teacher will show students example of other languages that don't follow the Roman Alphabet. Teacher will say “ Dancers, did you know that Dance has it own written language too?” Explain to students how symbols were created to make a language that dancers could understand and record in writing. In the following weeks, we are going to begin to learn the language of dance and using these symbol to dance and create our own dances. Today, we are going to be learning 2 sign of our dance language: Forward and Backward. Shows students the signs and explain each of their meanings. We are going to use these signs to play Concentration Circle.

Part 1: Students will form a circle. Remind students of the game Concentration Circle, in which students make non-verbal choices to cross the circle by making eye contact with a person from across the room and high fiving them to switch spots. Play one quick round of the original game to remind students of the rules with only walking.

Part 2: This time the teacher will signal to the students if we are going to start the game, moving backwards or forward by holding up the card. Encourage students to read the card to know what direction we are going to play the game in. Have students play a round moving in each of the directions backwards and forwards. For the last round, have students move the opposite direction of the person who gives them the high five. Students may move their bodies however they would like as long as they respect the direction of the movement.

*Remind students to focus, use a safe body to always give eye contact to make a choice rather than using their voice

Lesson 2: Traveling with Actions and Levels

Review Symbols introduced from previous class (Forward, Backward)Students will be introduced to three new symbols: High, Middle and Low. Ask students to think of a way that they can remember these symbols. Ask students to discuss with someone next to them how they remember the symbols. Have students share out in a whole group.

Across the floor/Concentration Circle: Students will explore moving across the floor in different levels: High, Middle, Low. As students acquire these new symbols teacher will embed previously learned symbols.

General Space: Students will explore in general space using all of the symbols. When the music is on dancers move, when it stops, dancers freeze. Teacher will begin by holding up one symbol at a time and eventually hold up two at a time.

Teacher can have student helpers hold up symbols and the DJ to work the music.

Lesson 3/4: Actions/Body Part: Traveling or In-Place

Teacher will review symbols from previous class and introduce actions words and the symbols for Traveling , In-Place, Stillness and any action

Students will explore movement in general space using a combination of all the symbols.

Part 2: Students will begin the class brainstorming a list of actions words. As the list is being compiled, teacher will ask students whether these actions can be performed “In- place” or “traveling.”

Using the action words and new symbols, teacher will call out varied combinations of “Directions,” “levels” and “actions.” Students will travel when music is on and freeze/remain in place. Teacher may call out different body parts to ask students to focus on moving using specific elements while incorporating different body parts.

Teacher may elect different students to call out action words.

To close the lesson, Teacher will have different students perform actions/dancers and ask the class to classify their movements using the elements of dance taught in class- ex. Level, direction, action, body part

Lesson 6: Movement Cards/Movement Charades

Group 1: Students will use movement cubes to play a game incorporating elements of dance. Each Student will roll the dice to determine what movement elements that will be explored. All students will perform the indicated movement on the cube.

Students who roll the dice will call out movements to the whole class who will move in general space. Each student will roll the dice. Once students are comfortable identifying the different symbols they will begin to write out the symbols in order to practice writing and creating movement sentences.

Group 2: Movement charades:

Student will draw a card from the hat. Each card will indicate a Action, Body Part, Level or Direction. Student will indicate to their group the category and the group will guess the specific element. Each student will have a turn.

Lesson 7: Reading Movement Sentences

Students will explore and practice reading movement sentence from bottom to top.

Teacher will create a series of movement sentence to be explore across the floor. This lesson will be used to model writing, reading and performing movement sentence.

Lesson 8: Writing Movement Sentences

In small groups, students will create their own movement sentence by drawing out symbols and creating their own to make new movements.

Lesson 9: Creating Movement Sentences

In small groups, students will write out their movement sentences in order to create their dances. Teacher will provide dancers with a checklist to ensure that they are incorporating multiple elements of dance into their dance.

Lesson 10: Performing Movement Sentences

Small groups will take turns performing their dances. Audience members will provide feedback to dancers by using the dance feedback protocol.

Lesson 11: Describing Dances using LMA and observing videos

Additional Support Strategies:

MATERIAL AND TOOLS SUPPORTS –

ADAPTIVE DANCE MAKING MATERIALS INCLUDE ADJUSTING THE VOLUME OF THE MUSIC, INSTRUMENTS FOR THE STUDENTS TO PLAY, SPOTS, COLORED TAPE, LABAN MOTIF SYMBOLS, LABELING OBJECTS AND AREAS IN THE ROOM.

COMMUNICATION SUPPORTS –

USE PICTURE SYMBOLS, TEACHING VISUALS, TECHNOLOGY DEVICES, OR OTHER COMMUNICATION METHODS APPROPRIATE FOR YOUR STUDENT'S DISABILITIES TO COMMUNICATE WITH YOUR STUDENTS. PROVIDE MATERIALS FOR YOUR STUDENTS TO COMMUNICATE WITH YOU AND THEIR PEERS.

ADAPTATIONS AND SCAFFOLDING FOR DANCE MAKING –

BREAK LESSONS AND ASSESSMENT INTO MULTIPLE STEPS, TO SUPPORT RETENTION AND BUILD SKILLS.

STUDENTS SHOULD BE ASSESSED AT EACH STEP AND LESSONS MAY NEED TO BE REPEATED TO ENSURE STUDENTS ARE UNDERSTANDING AND DEVELOPING SKILLS.

ADAPTATION AND SCAFFOLDING FOR COMMUNICATION –

MODEL DIALOGUES BEFORE ASKING STUDENTS TO SPEAK. ENCOURAGE STUDENTS TO USE VISUALS AND/OR TECHNOLOGY WHILE TALKING WITH PEERS AND TEACHER.

RESOURCES: RESOURCES:

- Video: African Dance/Hip-hop
- Laban Movement Analysis
- Feedback protocol