

## Creating an Arts Interrelated Dance Composition

### Topic, or Concept, and Goal (if the lesson is part of a learning experience or a unit plan)

Students should know and understand how the arts interrelate and contribute to choreographing a dance. Dance, arts, and media literacy are all parts of interrelated arts learning.

### Grade

Grades: 3-5

### Class

Lesson number is selected by the teacher.  
Once or more class periods.

### State Dance and/or Physical Education (dance) Standards

#### NE Fine Arts:

FA 5.3.1 Students will use dance elements (glossary) and choreographic principles (glossary) to develop movements that communicate ideas, images, and feelings.

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FA 5.3.4 Students will develop critical thinking skills to analyze and evaluate dance.

FA 5.3.4.a Develop and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use deliberate words to explore imagery). \*View photos or videos of dance and discuss imagery, emotions, and ideas. Think-pair-share student-generated free movement activities.

#### NE PE:

PE.4.1 Physical Activity Skills and Movement Patterns

PE.4.1.1.e Combines locomotor movement patterns and dance steps to create and perform an original dance. (M)

### National Dance Society *National Dance Education Standards Framework*

**Strand 6** Dance, arts, and media literacy for integrated learning

**Standard 6.1** Dance literacy for interrelated arts learning

**Performance Indicator 3-5:** Select and translate a visual image or dramatic theme to create a dance with accompaniment.

**Strand 3** Creative and artistic communication in dance.

**Standard 3.1** Creativity and critical thinking in dance

**Performance indicators 3-5:** 1) experiment with nonlocomotory movements or locomotor movements, applying changes in space, time, shape, and movement quality to construct meaning. 2) rephrase a familiar idea or emotion to create a new or novel way of moving. 3) discover original movement to solve a selected dance problem with multiple solutions, 4) experiment and develop selected movement images found in the environment or everyday life into a dance.

**Standard 3.2** Artistic development of expression in dance

**Performance indicators 3-5:** 2) translate an idea, concept, or theme into meaning expressed through movement. 3) examine and apply a variety of energy, efforts and movement qualities to movement sequences for interpretation of specific ideas.

**Standard 3.3** Artistic evaluation of dance

**Performance indicators 3-5:** 3) identify and discuss similarities and differences of viewed dances.

**Strand 4** Choreography, performance, and production

**Standard 4.1** Choreographic design, principles, and structures

**Performance indicator:** 1) apply movement qualities to a series of movement sequences

**Learner Outcomes**

**Psychomotor:** The student will select and translate a visual image or dramatic theme in creating a dance with accompaniment

**Cognitive:** The student will describe at different times in the choreographic process how dance literacy, arts, and media relate and interrelate to the dance.

**Affective** or social and emotional learning: Students will demonstrate etiquette, movement confidence, cooperation, personal responsibility and leadership during the project and in the class.

<b>Rubrics</b>	<b>Exemplary (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Psychomotor</b>	The student will select and translate a visual image or dramatic theme to excellent choreography of an outstanding dance with accompaniment.	The student will select and translate a visual image or dramatic theme to strong choreography of a successful dance with accompaniment.	The student will select and translate a visual image or dramatic theme to adequate choreography of an effective dance with accompaniment.	The student will select and translate a visual image or dramatic theme to basic choreography of a simple dance with accompaniment.
<b>Cognitive</b>	The student will describe extensively at four different times during the chorographic process (artistic vision, completed dance, revised dance, and performance) how dance literacy, arts, and media relate and interrelate to the dance.	The student will describe sufficiently at four different times in during the chorographic process (artistic vision, completed dance, revised dance, and performance) how dance literacy, arts, and media relate and interrelate to the dance.	The student will describe generally at four different times during the chorographic process (artistic vision, completed dance, revised dance, and performance) how dance literacy, arts, and media relate and interrelate to the dance.	The student will describe partially at four different times during the chorographic process (artistic vision, completed dance, revised dance, and performance) how dance literacy, arts, and media relate and interrelate to the dance.

<b>Affective or social and emotional learning</b>	The student will demonstrate totally integrated etiquette, movement confidence, cooperation, personal responsibility, and leadership during the project and in the class.	The student will demonstrate appropriate etiquette, movement confidence, cooperation, personal responsibility, and leadership during the project and in the class.	The student will demonstrate general etiquette, movement confidence, cooperation, personal responsibility, and leadership during the project and in the class.	The student will demonstrate sporadic etiquette, movement confidence, cooperation, personal responsibility, and leadership during the project and in the class.
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**Materials, Resources, Space Requirements, Media, and suggested music**

**Resources:**

List or photo or internet search term of visual artworks, dramatic themes and music from which students can select for their dance. All resources must be teacher approved. See Teacher handout for suggested visual art and dramatic themes list.

**Space Requirements:**

Dance space for creating choreography.

**Vocabulary terms** (with definitions—see *NDS National Dance Education Standards Framework*)

- Dance literacy
- Media literacy
- Interrelated arts

**Dance Lesson Instruction**

The **dance lesson instruction** sequence includes **Introduction or Warm-up** (time), **Exploratory Experiences** (time), **New Material** (time), **Recap of Learning** (summary) and **Cool down** (time), **Closure** (time), and **Assessment** (time). Timing for each dance lesson section may be determined by the teacher.

Each of the instructional topics may require **management, transition** between each lesson component (place and content), **teaching process** (the how), and **teaching points or cues** (technique or music).

Teachers pre-assessment of the students in class is ongoing observation and assessment throughout the dance instruction sequence.

Prior to students gathering for class, the teacher selects art works (visual, dramatic, music selections) and posts these art examples. The teacher pre-records sections of each music selection.

**Introduction** (3 minutes):

Dance is one of the arts. What are other art forms?  
photos, drawing or paintings, and sculptures or visual art works;  
stories or plots from a movie, musical, drama, or literary source or dramatic themes;  
classical, contemporary, popular, cultural, soundscapes or music selections.

The teacher introduces each of the art forms to students and shows the examples posted in the classroom or online. The teacher may include media arts as another art form.

**Management:** all art selections are appropriate for students' age and the teaching environment.

**Exploratory Experiences** (3 minutes)

Questions:

Do other art forms relate to dance?

How would you use a visual art form and/or a dramatic theme, and a music selection as part of a dance you create?

Review these examples and select a visual art work or a dramatic theme and a music selection for your dance project.

**Management:** Students review the art examples provided by the teacher. They choose the artworks that they plan to use as part of their dance composition.

**New Material** (15 to 20 minutes)

**Management:** The teacher decides if this is an individual or group student dance composition project.

**Teaching Process:** For your dance create three or four dance sentences.

Time is allocated for students to create and rehearse their three or four dance sentences.

**Recap of Learning (summary)** (10 to 15 minutes)

Students or groups present their dances to the class and identify the arts works they selected.

Ask students to prepare a summary that includes what visual or dramatic arts and music selection they used in their dance.

**Closure** (1minute)

The dances created and performed today are examples of how arts can be combined in dances. The next time you view a dance performance, ask yourself if you can identify visual, dramatic, and musical arts contributions to the dance.

**Assessment** See rubric and review for informal assessment or use the rubric for formal formative assessment.

#### **Modifications (Gifted and Talented students)**

The teacher introduces students to the lesson topic and asks the exploratory questions. Students either individually or as a group research for their selected project topic background and/or scope, create the dance, and write a process summary of the dance work, which is presented following the dance performance. For this group of students the magnitude of the dance project is determined by the teacher and the students.

#### **Accommodations (of individuals with disabilities)**

#### **Extensions (interdisciplinary topics)**

Since the dance project focuses on interrelated arts, the addition of any interdisciplinary topics is determined by the teacher. Some topics to consider could be a cultural, society, specific places, or a historical era.

#### **Lesson Reflection and Next Teaching Steps**

After the lesson, reflect upon your presentation of each part of the lesson. Then review how you managed, paced, and transitioned from one part of the class to the next.

Recall your teaching process for each part of the class, and determine changes you might make in the future and identify your best presentations. Evaluate the teaching points or cues (technical or musical) you used and determine if which ones were effective and which cues should be revised for similar teaching in the future.

What research, lesson, modeling, or presentation (teaching processes, points or cue adjustments) do you have to do to teach this lesson better? Make a list to add the information you gathered from your personal teaching assessment for when you review and revise this lesson for the next time you teach it.

Instructor's name: Gayle Kassing  
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