

S:1 H: 2 GLO: 9-12 Research History – Create a Dance

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: <https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#HS>

<p align="center"><u>Objectives/ Student Targets</u></p>	<p><u>Equipment & Technology Needed:</u></p>
<p><u>Cognitive:</u> The students will investigate two or more cultural and historical dance forms or traditions.</p>	<p>Video, Music</p>
<p><u>Affective:</u> The students will perform advanced movement with expression and artistry.</p>	
<p><u>Psychomotor:</u> The students will display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation.</p>	
<p>Academic Vocabulary: Assimilate, Manipulate, Produce, Refine, Unify, Style, Postures, Rhythm, Pathway, Continuity, Transition</p>	
<p><u>Introduction / Anticipatory Set:</u></p> <p>Show contemporary video of African Maasai, Bhangra, other cultural dances Provide direct modeling when possible</p>	<p><u>Classroom Layout:</u></p> <p>Open indoor space (gym, open classroom, preferably a floor with give)</p>
<p><u>Instant Activity:</u></p> <p>Warm-up steps for cultural dance Styling</p>	
<p><u>Fitness Development:</u></p> <p>Muscular Endurance and Cardiorespiratory Endurance will be developed through extended games. Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.</p>	
<p><u>Lesson Focus:</u></p> <p>I. <u>Lesson Procedures - Teaching the skill or concept activities</u></p> <ol style="list-style-type: none">1. Dance forms as they relate to culture2. Period dance3. Tradition	<p><u>Teaching Cues:</u></p> <p>Composition Style Space/Time/Energy Order/Form Historical Context</p>

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4. Performance Style
5. Movements and Gestures
6. Analysis
7. Writing using descriptive technical language
8. Collaboration
9. The Creative Process

Modifications:

Focus on Rhythm
Styling Emphasis
Creativity

II. Lesson Instructional Activities:

1. Leading student partners or the small group
2. Writing choreography notes
3. Sketching diagrams of floor patterns
4. Selecting appropriate music choices
5. Organizing a rehearsal schedule
6. Writing self-reflections/evaluations

Assessment:

Choreographic Video – Teacher Observation

Closure:

Thought Questions:

1. How does one see music in movement?
2. How does one use a stimulus to create and develop a dance work?
3. How much can you change a dance before it becomes another dance?

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