

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>

<u>Objectives/ Student Targets</u>	<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> The students will investigate two or more cultural and historical dance forms or traditions.	Video, Music
<u>Affective:</u> The students will perform advanced movement with expression and artistry.	
<u>Psychomotor:</u> The students will display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation.	
Academic Vocabulary: Assimilate, Manipulate, Produce, Refine, Unify, Style, Postures, Rhythm, Pathway, Continuity, Transition	
<u>Introduction / Anticipatory Set:</u> Show contemporary video of African Maasai, Bhangra, other cultural dances Provide direct modeling when possible	<u>Classroom Layout:</u> Open indoor space (gym, open classroom, preferably a floor with give)
<u>Instant Activity:</u> Warm-up steps for cultural dance Styling	
<u>Fitness Development:</u> 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.	
<u>Lesson Focus:</u> I. <u>Lesson Procedures - Teaching the skill or concept activities</u> 1. Dance forms as they relate to culture 2. Period dance 3. Tradition	<u>Teaching Cues:</u> Composition Style Space/Time/Energy Order/Form Historical Context

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>

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?

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>