

Unit Title: Movements Inspired by Famous Choreographers

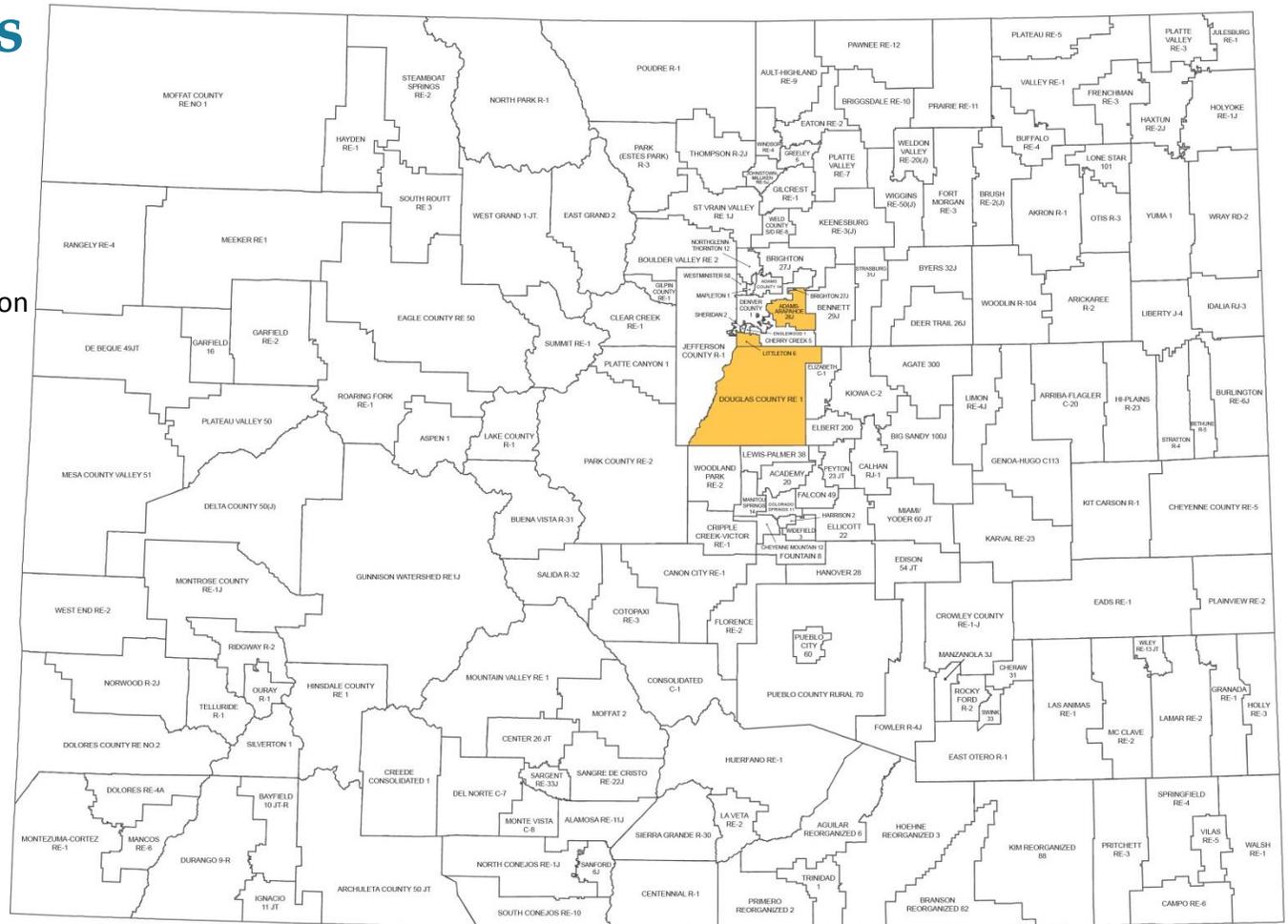
INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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Dance samples represent collaboration between Colorado k-12 educators and community partners in Dance. For more information about community partners in your region, refer to the [Arts Education Guidebook](http://www.cde.state.co.us/coarts/ArtGuidebook.asp) (<http://www.cde.state.co.us/coarts/ArtGuidebook.asp>).

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Colorado Teacher-Authored Sample Instructional Unit

Content Area	Dance	Grade Level	3 rd Grade
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Course Name/Course Code			
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Standard	Grade Level Expectations (GLE)	GLE Code
1. Movement, Technique, and Performance	1. Perform dance phrases using dance elements and movement skills	DA09-GR.3-S.1-GLE.1
	2. Perform dances from at least two different styles or genres	DA09-GR.3-S.1-GLE.2
2. Create, Compose, and Choreograph	1. Create simple group dances	DA09-GR.3-S.2-GLE.1
	2. Create a short dance using compositional elements	DA09-GR.3-S.2-GLE.2
3. Historical and Cultural Context	1. Dance communicate cultural norms	DA09-GR.3-S.3-GLE.1
	2. Recognize ideas and styles in major dance works	DA09-GR.3-S.3-GLE.2
4. Reflect, Connect, and Respond	1. Compare and contrast the work of well-known choreographers	DA09-GR.3-S.4-GLE.1
	2. Evaluate the functions of dance training and rehearsal as they contribute to a performance	DA09-GR.3-S.4-GLE.2

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Movements Inspired by Famous Choreographers <i>Use appropriate repertoire examples</i>	Two weeks: ten contact hours	Thematic sequence

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Unit Title	Exploring Movement inspired by Famous Choreographers		Length of Unit	Two weeks: ten contact hours
Focusing Lens(es)	Influence	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.3-S.1-GLE.1, DA09-GR.3-S.1-GLE.2 DA09-GR.3-S.2-GLE.1, DA09-GR.3-S.2-GLE.2 DA09-GR.3-S.3-GLE.1, DA09-GR.3-S.3-GLE.2 DA09-GR.3-S.4-GLE.1, DA09-GR.3-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do your movements tell a story? Is the choreographer the story teller or is the dancer? (DA09-GR.3-S.2-GLE.2-IQ.1) • What makes a choreographer famous? (DA09-GR.4-S.1-GLE.1) • Should dancers follow choreography exactly as the choreographer intended? Why or why not? (DA09-GR.3-S.1-GLE.1) and (DA09-GR.4-S.1-GLE.2) 			
Unit Strands	Cultural and theatrical dances Create new movement using principles of choreography: Repetition, Retrograde, contrast, highlight Context cultural genres Respond to different styles of dance			
Concepts	Space/Time/Energy, Investigate/Discovery, Expressions, Influence, Improvisation, Movement, Dance Style, Technique			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Choreography provides the storyline for a dance work (DA09-GR.4-S.1-GLE.1)	Who are considered famous choreographers? What made them famous and why?	How does understanding a choreographer's life story influence their dance style?
Improvisation creates original movement (DA09-GR.3-S.1-GLE.1) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1) and (DA09-GR.4-S.1-GLE.1, 2)	How can your movements tell a story?	What does your movement mean?
Choreographic dance styles reflect the use of the Movement Elements (DA09-GR.3-S.1-GLE.1) and (DA09-GR.3-S.2-GLE.2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.4-S.1-GLE.1, 2)	What makes a choreographic dance style identifiable?	How are the Movement Elements used in different choreographer's works?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Dance vocabulary that is performed with precision (DA09-GR.3-S.1-GLE.1) and (DA09-GR.3-S.2-GLE.2) and (DA09-GR.3-S.3-GLE.1, 2) and (DA09-GR.4-S.1-GLE.1, 2) • The process for creating a dance with intent (DA09-GR.3-S.1-GLE.1) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.4-S.1-GLE.2) • Different styles that choreographers use in dance, such as jazz and ballet. (DA09-GR.3-S.2-GLE. 2) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.4-S.1-GLE.1, 2) • Examples of famous choreographers (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.2) and (DA09-GR.4-S.1-GLE.1, 2) • The description of the elements of composition, such as motif and movement phrases (S1-GLE1, EO; S2-GLE1, EO; S2-GLE2, EO; S3-GLE, EO; S4-GLE2, EO) (DA09-GR.3-S.1-GLE.1) and (DA09-GR.3-S.2-GLE.1, 2) and (DA09-GR.3-S.3-GLE.1) and (DA09-GR.4-S.1-GLE.2) 	<ul style="list-style-type: none"> • Demonstrate the articulated use of the dance elements in dance studies (DA09-GR.3-S.1-GLE.1-EO.a) • Design a group dance using the elements of dance (DA09-GR.3-S.2-GLE.2-EO.a) • Recognize styles in major dance works (DA09-GR.3-S.3-GLE.2-EO.d) • Compare and contrast works from different choreographers (DA09-GR.4-S.1-GLE.1-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>After watching the barn dance in “Seven Brides for Seven Brothers,”(or insert dance work) I was able to create my own movement phrase in the style of the original choreography.</i></p>
<p>Academic Vocabulary:</p>	<p>Improvisation, Choreography, Composition, Performance, Style, Appreciation,</p>
<p>Technical Vocabulary:</p>	<p>Elements Of Dance, Selection, Refinement, Technical Precision, Practice, Motif, Movement Phrase</p>

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Unit Description:	This unit will explore movement inspired by famous choreographers. Across the unit students will focus on Hip Hop, Bollywood, and Contemporary styles of dance and will compare and contrast dance works created in each style. Students will be able to articulate the importance of choreography and explore improvisation to create original movement. The unit culminates in a performance assessment that asks students to prepare an audition piece inspired by famous choreographers for the class.
Considerations	Students should be encouraged to incorporate their own variations of the space/time/energy movement elements once they have been taught basic movement patterns for each style. Students should be given opportunities to discover storylines within the choreography. Students should be encouraged to use their creativity in customizing dance movement.
Unit Generalizations:	
Key Generalization:	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy)
Supporting Generalizations:	Choreography provides the storyline for a dance work
	Improvisation creates original movement

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy)
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As an expert in contemporary forms of dance, you have been asked to share your knowledge and talents about a variety of choreography styles for your peers at an all school assembly. Some of the dance teams in your class will be featured at the assembly based on their technical skill and ability to incorporate dance phrases inspired by famous choreographers. You will learn, choreograph, and audition dance phrases that are inspired by famous choreographers for the class. If selected, you will perform a dance sequence inspired by a Hip Hop, Bollywood, or Contemporary dance style at a school assembly.
Product/Evidence: (Expected product from students)	Students will perform dance phrases from their chosen style of choreography to demonstrate their understanding of that style. These dance phrases will be auditioned, with selected groups performing at an all school assembly. Audition criteria will include: <ul style="list-style-type: none"> • Coordination/Physical Potential • Dance technique/Skill • Musicality and Rhythm • Recall of movement sequences (combinations) • Stage Presence and Discipline http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example)
Differentiation: (Multiple modes for student expression)	Students will all be expected to participate in the dance performance. They may, however, take on different roles with respect to the audition and/or presentation for the school assembly including: <ul style="list-style-type: none"> • Performer • Stage Management • Props • Videographer • Emcee • Marketing/Program and Poster Development

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Choreography</i> by Sandra Minton <i>Global Bollywood: Travels of Hindi Song and Dance</i> by Sangita Gopal, Sujata Moorti <i>Hip Hop Dance: Meanings and Messages</i> by Carla Stalling Huntington <i>How to Teach Lyrical Dance</i> by Cathy Roe</p>	

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	<p>Performance Preparation Process <i>Within a performance focused unit, the basic process of introduce, rehearse and perform are ongoing throughout the unit. The various learning experiences underscore this process.</i></p> <p>Introduce- Refers to the pre-experiences needed before introducing dance repertoire. As learning progresses, students will be introduced to various additional dance steps/techniques.</p> <p>Rehearse- Refers to the steps that occur after introducing repertoire. Review, practice, revisiting areas that need additional focus will be a recurring process.</p> <p>Perform- Refers to the execution and/or application of work within in the introduction and rehearsal process. This can include the final capstone performance task or other performances demonstrating skill attainment.</p>	<p>Teacher Resources:</p> <p>Guidebook on Performance Preparation http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf Comprehensive overview for dancers on the performance preparation process. http://drjimtaylor.com/2.0/dance/ General overview for teachers on the rehearsal process for young dancers. http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/</p>
			<p>Student Resources:</p> <p>N/A</p>
	Skills:	<p>Introduce: Identify body system elements that act as a catalyst for movement choices.</p> <p>Rehearse: Review, analyze, edit, adjust elements of the dance piece as needed</p> <p>Perform: Apply, execute, demonstrate skill attainment</p>	<p>Assessment:</p> <p>Students will participate in the performance preparation process throughout this unit. Teachers will use observations to assess in the following ways:</p> <p>Introduce: Pre-asses understanding of choreography through brainstorming and discussions of basic choreographic forms and structure</p> <p>Rehearse: Rehearsal is formatted to meet student’s range of abilities. Formative assessment and adjustment of dance steps, timing, gestures, etc. are found throughout the rehearsal process.</p> <p>Performance: Formative assessment such as observation and correction for discreet skill attainment. Summative assessment such as rubrics, adjudication sheets, reflective inventories can be used in formal/final performance.</p>

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2.	Description:	Think/work like a choreographer- Consider developmental needs of young students when teaching dance sequences.	Teacher Resources:	http://www.antiochne.edu/wp-content/uploads/2012/08/projectFlynn.pdf (Guide for young dance learners) http://nccas.wikispaces.com/Child+Development+Research (College Board Research on Developmental Stages in the Arts Disciplines)
			Student Resources:	N/A
	Skills:	Completing dance sequences as modeled by instructor. Experimenting with body movement based on emotion evoked by music.	Assessment:	Students will demonstrate simple dance sequences. Across the unit students will participate in research and writing activities to reflect on the context/key elements of their chosen dance. <ul style="list-style-type: none"> • Journal • Reflective writing • Program notes

Prior Knowledge and Experiences

These ongoing experiences build upon a presumed (student) working knowledge of basic dance movements and body positions. Students should feel comfortable expressing ideas through movement and encouraged to move into abstract interpretation in addition to literal interpretation when developing dance movements from Hip Hop, Bollywood or Contemporary dance styles.

Learning Experiences # 1 – 10
Instructional Timeframe: Teacher Determined

Learning Experience # 1

As an introduction, the teacher may brainstorm with students the elements of specific dance styles (Hip Hop, Bollywood, and Contemporary) so that students can identify the ways people dance socially in today’s cultures.

Generalization Connection(s):

Choreographic dance styles reflect the use of the Movement Elements (space, time and energy)

Teacher Resources:

- <http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf> (KWL Chart)
- <http://worlddancenyork.com/products/bollywood-dance-for-beginners-with-jaya-vaswani> (Bollywood dance example)
- <http://e24bollywood.com/BollywoodReporter.aspx?id=8038> (Bollywood dance example)
- <http://www.howcast.com/guides/994-HipHop-Dance-Moves-for-Kids> (Hip Hop dance example)
- <http://www.monstersofhiphop.com/faculty/> (Hip Hop dance example)
- <http://www.danceclass.com/modern-dance-moves.html> (Contemporary Dance example)
- <http://www.youtube.com/watch?v=rPXKR BipzI8&list=TLQs1xT5VeqMvv0NHAuiurnDFA1SxbX9sL> (Contemporary Dance example)

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Student Resources:	http://www.howcast.com/guides/994-HipHop-Dance-Moves-for-Kids (Hip Hop tutorial) http://www.videojug.com/film/how-to-do-simple-bollywood-dance-moves (Bollywood tutorial) http://www.youtube.com/watch?v=FU4959aolIU (Bollywood dance example) http://www.youtube.com/watch?v=KstgOWbM6vk (Contemporary Dance example) http://www.danceclass.com/modern-dance-moves.html (Contemporary Dance example)	
Assessment:	Students will add information about the various dance styles (Hip Hop, Bollywood, and Contemporary) to a KWL chart as a class. http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf (KWL chart)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Strategies for teaching Compare and Contrast: http://www.smekenseducation.com/strategies-to-teach-compare-contrast.html http://www.readingrockets.org/article/40005/ http://beyondpenguins.ehe.osu.edu/issue/a-sense-of-place/activities-for-identifying-similarities-and-differences	Students may conduct a discussion about comparing and contrasting dance styles
Critical Content:	<ul style="list-style-type: none"> • Different movement styles that choreographers use in dance • Basic dance vocabulary • Descriptions of the elements of composition, such as motif and movement phrases 	
Key Skills:	<ul style="list-style-type: none"> • Discuss the different styles of dance • Recognize styles in major dance works • Compare and contrast works from different choreographers 	
Critical Language:	Hip Hop, Bollywood, Contemporary, dance styles, movement, choreography, motif, movement phrase, investigate/discovery, gesture, sequence, choreographer, choreographer's statement, time/space/energy	

Learning Experience # 2	
The teacher may show examples of different dance styles (Hip Hop, Bollywood, and Contemporary) and discuss the cultural aspects of each style so that students can begin to understand and be able to differentiate cultural aspects.	
Generalization Connection(s):	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy)

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Teacher Resources:	http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf (KWL Chart) http://worlddancenewyork.com/products/bollywood-dance-for-beginners-with-jaya-vaswani (Bollywood dance example) http://e24bollywood.com/BollywoodReporter.aspx?id=8038 (Bollywood dance example) http://www.howcast.com/guides/994-HipHop-Dance-Moves-for-Kids (Hip Hop dance example) http://www.monstersofhiphop.com/faculty/ (Hip Hop dance example) http://www.danceclass.com/modern-dance-moves.html (Contemporary Dance example) http://www.youtube.com/watch?v=rPXKR BipzI8&list=TLQs1xT5VeqMvvONHAuiurnDFA1SxbX9sL (Contemporary Dance example)	
Student Resources:	http://www.howcast.com/guides/994-HipHop-Dance-Moves-for-Kids (Hip Hop tutorial) http://www.videojug.com/film/how-to-do-simple-bollywood-dance-moves (Bollywood tutorial) http://www.youtube.com/watch?v=FU4959aollU (Bollywood dance example) http://www.youtube.com/watch?v=KstgOWbM6vk (Contemporary Dance example) http://www.danceclass.com/modern-dance-moves.html (Contemporary Dance example)	
Assessment:	<p>Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that gives examples about the different styles of dance.</p> http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets) http://exitticket.org/ (Online exit ticket form)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.shutterstock.com/s/bollywood+dance/search.html (Bollywood images) http://www.shutterstock.com/s/hip+hop+dancer/search.html (Hip Hop images) http://www.shutterstock.com/s/contemporary+dance/search.html (Contemporary dance images)	<p>Students may provide their answers verbally Students may refer to visual images of dance to verify what elements belong to each dance</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may find other video examples that demonstrate the different styles</p>
Critical Content:	<ul style="list-style-type: none"> • Different movement styles that choreographers use in dance • Basic dance vocabulary • Descriptions of the elements of composition, such as motif and movement phrases 	
Key Skills:	<ul style="list-style-type: none"> • Recognize different dance styles • Discuss the different styles of dance • Recognize styles in major dance works • Compare and contrast works from different choreographers 	
Critical Language:	Hip Hop, Bollywood, Contemporary, dance styles, movement, choreography, motif, movement phrase, Investigate/Discovery	

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Learning Experience # 3		
The teacher may guide students in a discussion of famous choreographers (e.g. Mia Michaels, Napoleon & Tabitha D’Umo, and Nagul Dev Mahajan) and show samples of individual choreographic styles so that students can begin to understand choreographers associated with unique dance styles.		
Generalization Connection(s):	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy) Choreography provides the storyline for a dance work Improvisation creates original movement	
Teacher Resources:	http://www.youtube.com/watch?v=oEMM-vVIJY (Mia Michaels) http://www.youtube.com/watch?v=vJKcvqQFinw (Mia Michaels Interview) http://www.youtube.com/watch?v=l1OSKfZwseA (Napoleon & Tabitha D’Umo - NappyTabs) http://www.youtube.com/watch?v=x7jwbSPZIXQ (Nakul Dev Mahajan) http://www.youtube.com/watch?v=xMEB6e1EDjs (Nakul Dev Mahajan Interview) http://ndmdance.com/bollywood-choreographer-nakul-dev-mahajan/ (Nakul Dev Mahajan Bio)	
Student Resources:	N/A	
Assessment:	Students will participate in a classroom discussion and/or journaling exercise sharing personal preferences of choreographer or styles, including which elements of dance make it more preferable. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://visual.ly/creative-process-0 (Illustration depicting the creative process) http://visual.ly/creative-process-2 (Short motion project illustrating the steps of the creative process)	Students may initiate a discussion about the creative process and how it relates to dance making
Critical Content:	<ul style="list-style-type: none"> • Examples of famous choreographers • Different styles choreographers use • The process for creating choreography for intent 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast different works by choreographers • Recognize a variety of styles in major dance works 	
Critical Language:	Hip Hop, Bollywood, Contemporary, dance styles, movement, Investigate/Discovery, Choreographer, Mia Michaels, Napoleon & Tabitha D’Umo, and Nagul Dev Mahajan, improvisation, choreography, motif, movement phrase, composition	

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Learning Experience # 4		
The teacher may lead movement activities for each style of dance (Hip Hop, Bollywood, Contemporary, etc.) so that students can physically experience different styles of dance.		
Generalization Connection(s):	Improvisation creates original movement	
Teacher Resources:	http://www.missmalini.com/2013/06/15/7-awesome-dance-songs-from-2013/ (Bollywood Dance Songs) http://danceteacherweb.hubpages.com/hub/Top-10-Songs-to-use-for-your-Contemporary-Dance-Class (Top 10 Songs to use for Contemporary Dance Class) http://thedancebuzz.blogspot.com/2012/04/how-to-find-clean-hip-hop-music-for.html (Appropriate Hip Hop Music for Kids)	
Student Resources:	http://www.howcast.com/guides/994-HipHop-Dance-Moves-for-Kids (Hip Hop) http://www.videojug.com/film/how-to-do-simple-bollywood-dance-moves (Bollywood) http://www.youtube.com/watch?v=FU4959aolIU (Bollywood dance moves) http://www.youtube.com/watch?v=KstgOWbM6vk (Contemporary Dance) http://www.danceclass.com/modern-dance-moves.html (Modern dance)	
Assessment:	Students will demonstrate dance sequences as modeled by the instructor. Teachers may use a participation checklist or rubric to determine level of engagement. https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (Collection of observation checklists-page 59 is specifically for creative movement)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://shahrak-azmayesh.mytehran.ir/portals/0102/documents/the%20structural%20approach%20to%20cooperative%20learning.pdf (Kagan’s Cooperative Learning)	Students may perform in duets, small groups, or solos if needed
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may take on different roles, such as group leader (dance captain)
Critical Content:	<ul style="list-style-type: none"> • Dance vocabulary that is performed with precision • Different styles that choreographers use in dance • The description of the elements of composition, such as motif and movement phrases • Examples of famous choreographers 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate the use of the dance elements • Recognize styles in dance works • Compare and contrast works from different choreographers 	
Critical Language:	Hip Hop, Bollywood, Contemporary, dance styles, movement, Investigate/Discovery, Choreographer, Mia Michaels, Napoleon & Tabitha D’Umo, and Nagul Dev Mahajan, improvisation, choreography, motif, movement phrase, composition, practice, refinement, technical precision	

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Learning Experience # 5		
The teacher may discuss the successful construction of a dance proposal so that students can begin to see the connections between planning and the creation of unique dance expressions.		
Generalization Connection(s):	Choreography provides the storyline for a dance work Improvisation creates original movement	
Teacher Resources:	http://www.captureplanning.com/articles/11562.cfm (A Simple Proposal Formula) http://www.artsalive.ca/en/dan/make/toolbox/elements.asp (Dance elements broken down in detail along with video examples of each)	
Student Resources:	N/A	
Assessment:	Students will create a written proposal outlining the students' plans for choreography. https://www.teachervision.com/tv/printables/5WH.pdf (Basic 5 W's graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)	Students may describe their planning process verbally Students may develop a visual image poster to explain their choreography planning
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.ehow.com/how_4499250_create-rehearsal-schedule.html (How to Create a Rehearsal Schedule)	Students may create a simple rehearsal schedule, so that students can plan how to manage their time during the rehearsal process
Critical Content:	<ul style="list-style-type: none"> • Different styles that choreographers use in dance • The description of the elements of composition, such as motif and movement phrases • Examples of famous choreographers 	
Key Skills:	<ul style="list-style-type: none"> • Recognize styles in major dance works • Compare and contrast works from different choreographers 	
Critical Language:	Hip Hop, Bollywood, Contemporary, dance styles, movement, investigate/discovery, choreographer, Mia Michaels, Napoleon & Tabitha D'Umo, and Nagul Dev Mahajan	

Learning Experience # 6		
The teacher may use collaborative group work to model experimenting with movement in different dance styles, so that students can discover (and be comfortable with) diverse dance forms.		
Generalization Connection(s):	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy) Choreography provides the storyline for a dance work Improvisation creates original movement	

Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://www.missmalini.com/2013/06/15/7-awesome-dance-songs-from-2013/ (7 Bollywood Dance Songs) http://danceteacherweb.hubpages.com/hub/Top-10-Songs-to-use-for-your-Contemporary-Dance-Class (Top 10 Songs to use for Contemporary Dance Class) http://thedancebuzz.blogspot.com/2012/04/how-to-find-clean-hip-hop-music-for.html (Appropriate Hip Hop Music for Kids) <i>Choreography-Sandra Minton</i>	
Student Resources:	N/A	
Assessment:	Students may journal a written summary or exit slip for end of class activity that explains their choreography choices based on their chosen dance style. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets) http://exitticket.org/ (Online exit ticket form)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work in groups or as partners to build confidence in dance sequence
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The process for creating a dance with intent • Different styles that choreographers use in dance • Examples of famous choreographers • The description of the elements of composition, such as motif and movement phrases 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate the articulated use of the dance elements in dance studies • Design a group dance using the elements of dance • Recognize styles in major dance works • Compare and contrast works from different choreographers 	
Critical Language:	Hip Hop, Bollywood, Contemporary, dance styles, investigate/discovery, improvisation, choreography, composition, performance, style, appreciation, Elements Of Dance (space, time and energy), refinement, technical precision, practice, motif, movement phrase	

Learning Experience # 7	
The teacher may demonstrate a dance phrase of 32 counts so the students can begin moving from improvised/informal dance into structured dance works with beginnings, middles, and ends.	
Generalization Connection(s):	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy) Choreography provides the storyline for a dance work Improvisation creates original movement

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Teacher Resources:	http://www.artsalive.ca/en/dan/make/index.asp (Dance site for the creation/production dance development process) http://www.missmalini.com/2013/06/15/7-awesome-dance-songs-from-2013/ (7 Bollywood Dance Songs) http://danceteacherweb.hubpages.com/hub/Top-10-Songs-to-use-for-your-Contemporary-Dance-Class (Top 10 Songs to use for Contemporary Dance Class) http://thedancebuzz.blogspot.com/2012/04/how-to-find-clean-hip-hop-music-for.html (Appropriate Hip Hop Music for Kids) <i>Choreography- Sandra Minton</i>	
Student Resources:	N/A	
Assessment:	Students will journal a short summary or exit slip for end of class activity that defines how much choreography was accomplished and what still needs to be completed http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets) http://exitticket.org/ (Online exit ticket form)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pinterest.com/stevensoloway/dance-diagrams/ (Dance diagram examples)	Students may diagram floor patterns to assist in the dance develop process Students may need to modify dance movements based on space provided
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be placed in the front so students can mirror their peers as needed
Critical Content:	<ul style="list-style-type: none"> • The process for creating a dance with intent • Different styles that choreographers use in dance • Examples of famous choreographers • The description of the elements of composition, such as motif and movement phrases 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate the articulated use of the dance elements in dance studies • Design a group dance using the elements of dance • Recognize styles in major dance works • Compare and contrast works from different choreographers 	
Critical Language:	Hip Hop, Bollywood, Contemporary, dance styles, investigate/discovery, improvisation, choreography, composition, performance, style, appreciation, Elements Of Dance (space, time and energy), refinement, technical precision, practice, motif, movement phrase	

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Learning Experience # 8		
The teacher may use a structured rehearsal process so that students can make connections between the rehearsal process and the creation of a final performance.		
Generalization Connection(s):	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy) Choreography provides the storyline for a dance work	
Teacher Resources:	http://www.missmalini.com/2013/06/15/7-awesome-dance-songs-from-2013/ (7 Bollywood Dance Songs) http://danceteacherweb.hubpages.com/hub/Top-10-Songs-to-use-for-your-Contemporary-Dance-Class (Top 10 Songs to use for Contemporary Dance Class) http://thedancebuzz.blogspot.com/2012/04/how-to-find-clean-hip-hop-music-for.html (Appropriate Hip Hop Music for Kids) Choreography, Sandra Minton	
Student Resources:	Selected music for each group dance piece	
Assessment:	Students will demonstrate a dance sequence with a defined structure and form, (beginning, middle, ending), flow and transition of dance steps from one to another. Teachers may use a performance rubric to evaluate degree of skill attainment. http://www.rcampus.com/rubricshellc.cfm?sid=9& (Dance rubric examples)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.knowitall.org/artopia/pdf/Floorpaths.pdf (Examples of dance floor paths) http://www.pinterest.com/toscalahiri/diagrams/ (Examples of dance diagrams)	Students may use floor diagrams to summarize their dance structure
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pbs.org/wnet/dancin/resources/lesson_plan-d1.html (PBS Lesson on Telling Stories Through Dance)	Students may build a dance based upon a story of their choice
Critical Content:	<ul style="list-style-type: none"> • Dance vocabulary that is performed with precision • The process for creating a dance with intent 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate the articulated use of the dance elements in dance studies • Refine movement sequences • Apply performance techniques 	
Critical Language:	Choreography, composition, performance, style, Elements Of Dance (space, time and energy), refinement, technical precision, practice, rehearsal, motif, movement phrase, structure, form, flow, transitions	

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Learning Experience # 9		
The teacher may use/create a mock dance-audition protocol so that students may experience and reflect on important aspects of the lived-lives of today’s professional dancers and choreographers.		
Generalization Connection(s):	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy) Choreography provides the storyline for a dance work	
Teacher Resources:	Audition/performance rubrics http://www.rcampus.com/rubricshellc.cfm?sid=9& (Dance rubric examples) http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example)	
Student Resources:	N/A	
Assessment:	Students will perform choreographed dances for their audition. Teachers will evaluate each group using a performance/criteria based rubric. http://www.rcampus.com/rubricshellc.cfm?sid=9& (Dance rubric examples) http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may choose not to audition but can help with the process of facilitating the auditions (ex: keeping track of the order of the groups auditioning, etc.)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Dance vocabulary that is performed with precision • The process for creating a dance with intent 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate the articulated use of the dance elements in dance studies • Participate in an audition process • Apply performance techniques 	
Critical Language:	Audition, performance, style, Elements Of Dance (space, time and energy), refinement, technical precision, practice, rehearsal, performance elements, flow, transitions	

Learning Experience # 10	
(Post-Performance Task) The teacher may model performance reflection so that students can understand the significance of self-evaluation and its relationship to the creative process.	
Generalization Connection(s):	Choreographic dance styles reflect the use of the Movement Elements (space, time and energy) Choreography provides the storyline for a dance work Improvisation creates original movement

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Teacher Resources:	Video of performances KWL chart from learning experience #1	
Student Resources:	N/A	
Assessment:	Students will self-assess their dance performance by using a performance/analysis rubric http://www.rcampus.com/rubricshellc.cfm?sid=9& (Dance rubric examples) http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example) <i>And:</i> Students will add final reflections to the KWL chart from learning experience #1. KWL Chart http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.edutopia.org/project-learning-teaching-strategies (Edutopia Ten Steps to Better Student Engagement)	Students may offer critiques verbally or through demonstration or pictures
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.studentreportinglabs.com/lesson-plans (PBS site with activities and resources for news reporting)	Students may present a newscast highlighting the performance
Critical Content:	<ul style="list-style-type: none"> • The process for creating a dance with intent • Different styles that choreographers use in dance • The description of the elements of composition, such as motif and movement phrases 	
Key Skills:	<ul style="list-style-type: none"> • Recognize styles in major dance works • Compare and contrast works from different choreographers 	
Critical Language:	Creative process, reflect, connect, respond, choreography, composition, performance, style, appreciation	