## **Instructional Unit Title: Movements Inspired by Famous Choreographers**

Dance 3<sup>rd</sup> Grade

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.

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.

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.

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.

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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

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.

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.

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.



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.

(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.

**PERFORMANCE ASSESSMENT:** 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <a href="http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples">http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</a>.