Instructional Unit Title: Poetry In Motion

Dance 7th Grade

The teacher may lead a class discussion comparing poetic structure to choreographic form so that students can begin to understand the role and significance of structure and form in both artistic art forms.



The teacher may introduce three poetic structures (e.g. Haiku, Limerick or Sonnet) so that students may comprehend different examples of poems written in multiple frameworks.



The teacher may introduce the concepts of three common choreographic forms (e.g., ABA, Narrative, or Variation on a Theme) so that students may compare poetic structure to basic forms of choreography.



The teacher may use dance works choreographed with a poetic intent so that students can begin to comprehend the ways in which poetry can inspire dance creations.



The teacher may engage students in selecting poems with clear and patterned structures so that students can begin considering parallel structures in dance forms.



The teacher may demonstrate/model a strong beginning, middle, and ending of a dance so that students can appreciate the need to connect particular dance sections to the "story" and trajectory of the poem.



The teacher may apply a limited (2-3 minute) time frame for poetry dances so that students can begin to understand the relationship between choreographic structure and use of time.



The teacher may discuss appropriate music choices so that students can begin to consider and apply criteria for selecting music suitable for a poetry dance.



The teacher may select and demonstrate choreographic forms that partner well with certain poetic structures so that students may begin exploring movement to symbolize a poem's meaning/intent.



The teacher may model poetry analysis so that student partners can understand the need for and benefits of systematically exploring a poet's intent and message.



The teacher may assist in developing an audience aesthetic feedback form so that students can consider the kinds of information/data they might collect in order to enhance an ensemble's growth and progress.



(Post-Performance Task) The teacher may facilitate evaluation of audience survey and student performance so that students can analyze, synthesize and explain how the performance preparation process influenced their personal musical preference and perspective.



PERFORMANCE ASSESSMENT: You have been asked to perform a poem-inspired dance for the annual "Poetry Out Loud" competition. You will work together with a partner to choose a poem (e.g. Haiku, Limerick or Sonnet structure). You will then research the different common choreographic forms such as ABA, Narrative or Variation on a Theme. You will create your dance developing movement that symbolizes the meaning and intent of your poem, while choreographing with a common form. Once you have finished your duet pieces, you will perform them for the English classes in your school to get audience feedback.

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 http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.