

Alabama Course of Study: Dance

Creating: DA: Cr1.1.6.

b. Explore various movement vocabularies to transfer ideas into choreography.

Performing: DA: Pr5.1.6.

a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

THE BIG IDEA: PROCESSES IN THE ARTS

Teacher Objective: Lead students through the creative process of using external stimulus (music, artwork, etc.) to create choreography.

Student Objective: Translate observations and feelings about the inspiration into movement.

CHOOSING INSPIRATION

After warmup, tell dancers they will be designing a dance motif. (Sequence that expresses the main idea of the dance, that can be repeated.)

Give dancers the motif inspiration (words, art, etc.) Ask students to observe the inspiration and complete the motif worksheet.

CHOOSING INSPIRATION - WORKSHEET

NAME: _____

DATE: _____

CLASS: _____

1. Describe how you feel about the inspiration. What past experiences, memories, or images does the inspiration remind you of?

2. What colors and patterns are seen? Are there varying textures?

3. Who is the artist? When was this work created? Why was the work created?

4. List 10 dance terms or movements that describe the inspiration

CREATING A MOTIF

After warm-up, ask dancers to select four movements from *Choosing Inspiration* worksheet. Each dancer to create a motif using the four words selected. Encourage students to use direction, levels, and energy for each word. Give each student 4 note cards and pencil. Have students write one selected movement on each card. Give students time to improvise movements.

Assign counts to the movements. Perform in small groups. Section A.

DEVELOPING A MOTIF

Try performing the phrase backwards. Discuss Retrograde. Section B.

Try performing the moves in different order. Discuss Deconstruction. Section C

Create a movement study using the three sections created: ABC, ABAC

ASSESSMENT

Dancers will create a dance motif that is developed in to a 3-part phrase.

Creating:

- 1. Created a clear motif using 4-selected movements.
- 2. The motif was developed into a 3-part movement phrase.
- 3. The phrase used clear beginning and ending shapes.
- 4. Retrograded the phrase
- 5. . Successfully deconstructed the phrase.

	YES	NO
TOTAL		

Performing:

- 1. The dancer remembered the choreographed sequence.
- 2. Flowed easily from one phrase to the other.
- 3. Retained concentration and intent while moving.

	YES	NO

Responding:

- 1. Discussed choices of selected words.
- 2. Made informed critical observation of own work and others' work.

	YES	NO