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| **Understanding by Design Unit Template** |

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| **Unit Title**: Poetry in Motion |

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| **Big Idea:** Dance is thought made visible – reconstruct the idea in the material world and see the poem in  the dance. Analyze the process and the relationship between the stimuli and the movement. |

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| **Enduring Understandings:**  Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.  Space, Time and Energy are basic elements of dance.  Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.  Dance is perceived and analyzed to comprehend its meaning.  Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts |

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| **Essential Questions:**  Where do choreographers get ideas for dances?  How does the movement convey the message?  How do dancers work with space, time and energy to communicate artistic expression?  What must a dancer do to prepare the mind for artistic expression?  When do you know you are finished?  How is a dance understood?  How does a dancer heighten artistry in a public performance?  How does dance deepen our understanding of ourselves, other knowledge, and events around us?  What criteria are used to evaluate dance?  How is dance interpreted?  How does knowing about societal, historical and community experiences expand dance literacy? |

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| **Knowledge: Use the SMA dance website for reference -**  **https://sites.google.com/a/smanet.org/high-school-dance/**   1. Research the concepts in the poem. 2. Construct an artistic statement that communicates a personal, cultural and artistic perspective. 3. Understand the creative process in action: 4. Stimulus 5. Exploration 6. Selection of a movement motif 7. Refinement of motif 8. Development of phrase 9. Vary phrases using choreographic devices – Repetition, Retrograde,   Size, Tempo, Levels   1. Structure using Binary, Ternary   Theme and Variations, Narrative forms   1. Apply the knowledge of the creative process to make a dance. 2. Use peer assessment and feedback to improve technique and musicality in practice. 3. Perform with competence and confidence. 4. Interpretation evokes the meaning in the poem. 5. Explain how dance communicates aesthetic and cultural values. |  | **Skills:**  **CREATE/EXPLORE**  Synthesize content generated from the poem. Experiment and take risks to discover a personal voice to communicate the artistic intent.  **PLAN**  Experiment with the elements of dance to demonstrate fluency and personal voice in designing and choreographing the original solo dance for performance.  **SELECT, REFINE and REVISE**  Improvise to find movement motifs that symbolize the concepts in the poem. Use movement elements, choreographic devices and dance structures to communicate the artistic statement.  **EXPRESS**  Connect energy and dynamics to movement by applying them in and through all parts of the body. Develop body awareness so that movement phrases demonstrate variances of energy and dynamics. Develop movement motifs and structure dance phrases using choreographic devices such as Repetition, retrograde and changes in size, tempo and levels.  **EMBODY**  Technical dance skills – Functional alignment  Coordination  Balance  Core support  Clarity of Movement  Transitions  Flexibility  Incorporate other health and skill-based components to retain and execute dance choreography.  Use accompaniment to convey the message:  Music/Song – **Faded** by Alan Walker |
|  |  | Implement a rehearsal plan to meet performance goals.  Use video recordings of practice to analyze difference between how movements look and feel. Match the viewing with performance expectations.  Articulate performance goals and justify reasons for selecting particular practice strategies:   1. **Aesthetic Quality of Shape in Space**   Students’ paid attention to the alignment of the dancer’s body in relation to the front. Changes were made in revisions of the solo dance study to create a pleasing line. Shape was lost on a forward and backward plane. It appeared imperative that the students considered perspective and directional implications of place, particularly on the diagonal, a priority in relation to the view.   1. Motif into composition   Time and space aspects provide interest and variation to the meaning of the work.  Tempo in repeated phrases changed to augment the intent. Changes in time provided variations in the movement that signified particular moods and feelings to be conveyed. Contrasts in speed changed the effort required to convey the message.  Each consecutive phrase made clearer the idea by re-emphasising the same point, exposing a different view of the same thing, unfolding more content to support the point or even contrasting it by an opposite to give emphasis to the meaning.  **PRESENT**  Demonstrate commitment, dependability, responsibility and cooperation when preparing for performances. Improve performance through effort and determination. Practice performance etiquette.  Evaluate possible designs for the production elements of a performance. Select and execute the ideas that would intensify and heighten the artistic intent of the dance.  **ANALYZE**  Critique recurring patterns of movement and their relationships in dance in context of artistic intent.  Pay attention to details:  1.  **INTERPRET**  Use physical expression to relay intent and meaning in the poem. The thought is made visible. |

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| **Authentic Assessment:**   1. Perform original solo dance before an audience. Apply body-mind principles to technical skills in dance performance.   **2**. Self-evaluate performance and discuss and analyze performance ability with others (teacher and peers).  **3**. Perform revised solo dance before an audience. Receive feedback to fulfill the artistic intent and see the  poem in the dance.   1. Self-assess third recording of solo dance study and implement changes for final performance.   Student example on video and in portfolio illustrated basic proficiency in written analysis and final performance. Proficiency assessed according to the National Core Arts Standards. This first year dance student experienced difficulties with rhythm and spatial awareness. |