

Sample #5. Grades 5-8, Dance--Sheridan (Minneapolis)

Unit: "Identity & Culture" Grade 7, Dance & Social Studies

Title of Unit: "Identity & Culture"

Unit/Lesson Designer/Teacher: Judith Mirus

School/City: Sheridan Global Arts & Communications, Minneapolis, MN

Subject Area: Social Studies and Dance

Grade Level: SEVENTH GRADE

Total Time Needed for Unit: 5 class periods of 40-50 minutes each

Brief Description of Unit: Students will explore questions of personal identity and group cultural identities through movement improvisations and compositions.

Context/Purpose for doing this unit:

Seventh grade classes were writing biographies and studying about cultural practices in different parts of our community. A dance/movement component was integrated into this unit of study.

Three Unit Goals:

- 1) Students will become acquainted with the elements of dance through group movement games, discussions, and assigned movement problems.
- 2) Students will examine similarities and differences between people in the class.
- 3) Students will collaborate to produce a final movement composition entitled "The Evolution of a People"

MN Graduation Rule Standards Addressed in Unit:

Major Heading: Interpersonal Communications: Communicate effectively in a small group of familiar people.

Sub-heading: In a small group, solve a problem [together].

Major Heading: Artistic Performance: Demonstrate knowledge of art forms through artistic process and presentation.

Sub-heading: Use principles and elements of the art form.

Sub-heading: Create original works in a variety of contexts.

Major Heading: History and Citizenship: Understand historical events and the roles of individuals within them.

Sub-heading: Understand historical events in relationship to themes of change and migration.

Sub-heading: Illustrate a theme of change or migration that encompasses several events.

Sub-heading: Understand how citizens contribute to a changing community through participation.

Sample #5. Grades 5-8, Dance--Sheridan (Minneapolis), continued

"Identity & Culture" Unit continued

FACS Standards Addressed in Unit:

Grades 5-8, Dance:

Major Heading, Dance #1. Students identify and demonstrate dance movement elements and skills

Sub-heading: #1.2 Create combinations of movement that travel from place to place.

Major Heading, Dance #2. Students understand and apply choreographic principles, processes, and structures.

Sub-heading: #2.6 Students demonstrate the ability to work cooperatively with others during the choreographic process.

Major Heading, Dance #3. Students understand and participate in dance as a way to perceive, create, and communicate meaning.

Sub-heading: #3.9 Show or perform dances to others

Major Heading, Dance #4. Students apply and demonstrate critical thinking skills in dance.

Sub-heading: #4.3 Brainstorm ideas for a dance and create a dance that includes some of these ideas.

Sub-heading: #4.9 Make comments about how a completed dance or dance study has fulfilled the parameters of the assignment.

LESSON OUTLINES: (Lesson plans available for all experiences listed.)

LESSON #1:

- 1) Discuss Identity & Culture (HandOuts)
- 2) Discuss Elements of Dance (Elements Chart on Wall, and B.A.S.T.E. HandOuts)
- 3) "Partner Accumulation" Movement Interaction Game
- 4) "Choose One or the Other" + Discussion
- 5) "Mirroring"--use different Elements of Dance as Focus; --do with two different partners

LESSON #2:

- 1) Review Yesterday--Orally & with "Movement Reports"
- 2) "Name Game" in a circle, then make a pattern
- 3) "Same & Different" Improvisation
- 4) VENN Diagrams--in partners, fill out VENN Diagram, then report on some items

LESSON #3:

- 1) Processing Yesterday--Movement Reports
- 2) "Balance Points"--practice in building group structures
- 3) "Change One Thing" (about group)
- 4) Assign Group Project: "Evolution of a People" (Hand out Worksheet & Discuss)

LESSON #4:

- 1) Review Assignment
- 2) "Cultural Encounters" improvisation
- 3) Time to Work on Group Projects
- 4) "Invent/Reflect Line Dance"--fun, "dancy", non-threatening double-line dance

LESSON #5:

- 1) Show Group Works (Use B.A.S.T.E. & "Identity & Culture" Worksheets as basis for discussions after showings)

Learner Outcomes & Assessment Plan

Unit Theme: "IDENTITY & CULTURE"

Grade Level: Seventh Grade

Learner Outcomes: (What students will learn, be able to do, or behaviors or attitudes they will have adopted.)	Assessment Methods: (Instruments that will be used (and who will do what) to determine whether the outcomes are being achieved.)	Assessment Criteria: (Guiding categories used to assess the students' achievement or progress toward the outcomes.)
KNOW Know the Elements of Dance	B.A.S.T.E. Worksheet-- For Mirroring: Use BASTE as a means of discussing the experience. Group Project: Students use BASTE to analyze another Group's final project. Teachers use it to analyze each group's project.	Criteria: B.A.S.T.E. elements are correctly identified by citing examples as evidence. Group project: each element is used consciously and can be identified by members of group.
DO Use the Elements of Dance in class improvisations, assigned studies, and final group project. Perform/Present the "Evolution of a People" project to others in a final report.	Movement Reports from students each day identify Elements of Dance from yesterday's experiences. Presentation of one or more "drafts" of project to the teacher, and final project to entire class.	Criteria: CLEAR-- Movements are precise. CONFIDENT--Calm. Proud. Committed. All Items on worksheet included in presentation.
VALUE Recognize unique aspects of one's own identity. Recognize aspects of one's own identity that are shared with others. Value both Diversity and Commonality among people.	VENN Diagram Do one for yourself and a partner. It might be someone who you think is very much like you, or someone who seems very different from you.	Criteria: Descriptions must be clear and they must be respectful of self and others.
CREATE Create a group project based on the topic of "Evolution of a People." (Use worksheet)	Use Group Project Worksheet and B.A.S.T.E. Analysis as basis for class discussions of each presentation.	Criteria: Use all items. Rehearse well. Present Clearly and Confidently. Fulfill all instructions. Use worksheet to analyze another Group. Participate in discussion.

"Identity & Culture" Unit continued

**"EVOLUTION OF A PEOPLE"
(Worksheet)**

Assignment: With the people in your group, create a movement composition that shows the Evolution of a [Group of] People over a period of time. Use this worksheet to help you decide what should be in each of the five steps of your composition. Your composition can tell a story if you'd like, or it can be an abstract dance composition.

Names of People in your Group:

Title for your Composition (Or Title of your "People") :

Steps in Your Composition:

1. Starting Position--Group Structure (all people are connected in some way)

Possible Ideas:

- Use different body shapes for different people
 - Use different levels--some people can be very high, some on the ground
 - Some people might be in same position as others
 - Some people might be entirely different ("non-conformists")
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2. Way of Moving Together through the space (try to stay connected)

Possible Ideas:

- Use different speeds
 - Use different kinds of actions--twirls, hops, rolls, lunges, etc.
 - Use arms or legs as propellers or locomotion helpers
 - Decide on one or more pathways, corners, detours, etc.
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3. *Something changes* about your Structure

Possible Ideas: (choose one or more of these, plus make up your own)

- Relationships might change
 - The shape of the whole structure might change
 - Your attitude or emotion might change
 - The size of your structure might change
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4. *Something changes* about your Way of Moving

Possible Ideas:

- Change the kind of energy you are using
 - Some people could start to change before others do
 - There could be a sudden event which makes you change suddenly
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5. Ending Position

(Your ending should show us about what happened to your people)
