

Inspired Through Dance to Learn - Teachers PD

Big Idea – Dance is a discipline, a way of learning and is best experienced through daily practice.

AIR Purpose –

- 1.) Increase teacher confidence in carrying out dance lessons.
- 2.) Deeper understanding of using dance as a way to connect to the human experience.
- 3.) Building a greater community of dance educators.

Part I – Outcomes

Creative/Productive – Students will inquire, create, and communicate through dance.

Critical/Responsive – Student will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.

Cultural/Historical – Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.

Grade 7

Outcome CP 7.2 *Investigate and manipulate the elements of dance and principles of composition including tension and resolution.*

Indicators

A – Investigate and demonstrate ways of creating tension and resolution using the elements of actions, body, relationships, dynamics and space.

J – Explore biomechanical concepts and principles of balance, stability, spin and rotation. (Physical education outcome 7.6).

Outcome CR 7.1 *Respond to professional dance using analysis and interpretation.*

Indicators

A – Describe, analyze and interpret dance.

Part II – Assessment

Pre assessment – What do I know about dance actions and dance elements?

Co – constructed criteria – clarity in dance actions

Use of dance language in peer phrases and video phrase

Dance phrases – Share and reflect

Formative Assessment –

Low stakes, practicing, how to use this in a lesson?

How do students use language and identify criteria?

How do students describe movement?

How do students connect with verbal/visual and kinesthetic ways of learning?

Part III – Five-part lesson plan – Overcoming Obstacles

Pre assessment - What do I know about dance actions and dance elements? Word Wall

Concept –Body Parts, Obstacles

Part 1 – Introduction

Brain Dance using Dance actions

Stretch, Curl, Twist, Swing (4 actions)

Adding in Brain Dance –

Balloon Breath with spot

Wrap and Press

Core distal – Stretch

Head tail – Stretch with spine

Upper lower – Stretch with arms, stretch with legs

Body side – Stretch with one side

Cross lateral – Twist

Vestibular – Swing

Part 2 - Exploring the Concept

Back to Back with body parts –

When the music stops be back to back with a partner. Call out a body part (dance by chance), turn around and attach that body part with a partner. When the music starts move through space isolating that body part. (Using Body cards).

Part 3 - Skill Development

Across the Floor – Locomotor movement

Stretch, curl, twist, swing.

Variation – Adding in Laban effort action – Punch (Sudden, Direct, Strong, Bound)

Formative Assessment - Feedback on locomotor movement and use of space.

Variation - Add an obstacle course

Reflection - How does that change the movement?

As an audience how does that change the feeling of the phrase?

Co - Constructing Criteria –

Looking at the four actions in relationship to the clarity of the body part being expressed.

Part 4 – Creating

Create a phrase with a partner/in groups using the following criteria –

Randomly select two body parts (dance by chance)

Four actions

Dance the phrase in the open space

Formative Assessment – Clarity of body parts, use of space.

Dance the phrase in the obstacle course

Part 5 – Reflecting/ Responding

Reflection – Hand out Brain Dance and Dance Elements – use the vocabulary in front of you to respond to the two dance phrases. Where did you see tension in the second phrase?

Responding – Watch the video ‘Obstacles’ and isolate the tension. Watch it a second time and isolate out target body parts.

Teacher Talk –

What obstacles do I need to overcome in my classroom in order to integrate more dance and regular movement breaks? (Post it notes).

Brain Dance Developmental Assessment

Three things to look at – Reading assessment

Knee smacks (crossing the midline)– What to watch for –

Hand contact with the knee

Balance

Eye tracking

Homolateral verses contralateral

Bow and Arrow (early brain reflex, eye tracking, tone) – What to watch for –

Tracking the eyes with the finger

Smoothness of movement

Homolateral co-ordination

Spins and Rocks (vestibular training, where am I?) – What to watch for –

Does the student need rocks (low) or spins (high)

Spinning both directions

Knowing when to stop

Children need to be out of balance in order to put themselves in balance, this increases their ability to maneuver in the world.

Exit Slip –

One thing you plan to use in your classroom?

One thing you need in your classroom to overcome obstacles?

Are you interested in becoming part of a dance committee?

