

Lesson Plan: Culturally Responsive Practice in Choreography

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Unit/Lesson Concept:

Identifying and Reflecting on Cultural Identity through Choreography

Essential Questions:

How can we promote student success and build community through culturally responsive group prompts?

How can reflective practice be evolved into choreography?

Standards:

NC Essential Standard P.CP.1: Use choreographic principles, structures, and processes to create dances that communicate feelings, and images.

Clarifying Objective P.CP.1.1: Create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and meet aesthetic criteria.

NC Essential Standard P.C.1: Understand cultural, historical, and interdisciplinary connections with dance.

Objectives:

- ✓ Through independent and group written reflection students will engage in culturally responsive prompts that stimulate reflective practice.
- ✓ Students will compose movement phrases that are responsive to self and peer cultural identities

Assessments:

- *Formative assessments:*
Teacher may create an observational checklist to ensure time on task for student independent practice.
- *Summative assessment:*
From 5-point rubric, students will be assessed on their ability to create compositional frameworks that have clear beginning-ending, transitions, and dance elements. Additionally, students will need to verbally articulate how their reflective practice was used in the process and execution of the choreography.

Skills/Vocabulary:

- **Abstract-** Process of dissecting words into movement through improvisational tools
- **Literal-** Using descriptive text from journal entry
- **Interpretation-** Explaining descriptive text used from journaling to peers and classroom to create literal and abstract movement (teacher may need additional time to ensure students have an accurate understand on the concept of abstraction and larger concepts)
- **Literature-** written journal entries

21st Century Skills:

- **Communication and collaboration-** Students will participate in small group discussions to generate movement and establish classroom community
- **Creating and innovation-** Students will choreograph solo and small group phrases
- **Productivity & Accountability –** Students are expected to use their time wisely and productively in order to create and perform the composition.

Blooms Taxonomy:

- **Understand**- Students will need to understand the difference between literal interpretation and actual interpretation of text
- **Apply**- Students will need to apply the knowledge discussed earlier in the lesson on reflective practice and cultural identity towards the process of composition
- **Create**- Students will choreograph a short phrase based on reflective group discussions

Prior Knowledge and skills:

- Terminology: Reflective Practice, Cultural Identity, and Ethnicity, literal versus abstract interpretations in choreography
- Ability to create choreography
- Improvisational skills: usage of effective transitions, body dynamics, motif, etc.

Lesson Sequencing

- I. Introduction: Answering the question: How can you reflect on the cultural identity of yourself and your peers to promote community in the dance classroom?
- II. Guided Practice: Structured improvisation
- III. Independent Practice: Responding to prompts and creating choreography first independently and in small groups
- IV. Discussion: Sharing small group responses as a class
- V. Closing: Performing and analyzing phrases using formative assessment

Activities:

1. Introduction: How can you reflect on the cultural identity of yourself and your peers to promote community in the dance classroom
 - Students will get their journals and a writing utensil and gather in front of the designated lecture-presentation location in the room.
 - Students will identify the terms cultural identity and reflective practice

Students will write down the following prompts: **A)** How would you or a friend/family member define your cultural identity in 5 words? How would you describe the cultural identity of a person you admire in 5 words? Do you see any similarities or differences in the descriptive words between you and that person? **B)** What are the emotional and physical sensations that you feel when people describe your culture?
2. **Guided Practice: Structured Improvisation**
 - Teacher will provide guided examples of a literal versus abstract gesture in improvisation ensuring content understanding
 - Students will be guided through a literature narrative to engage in the literal versus abstract concepts
 - Students should be improvising and incorporating the dance elements of body, space, effort and time
3. **Independent Practice: Responding to prompts and creating choreography in small groups**
 - Students will write down prompts in journal and respond independently
 - Students will pre-select small groups, maximum 4 per group, for discussion of journal responses
 - Students will create two compositional phrases: Phrase A incorporating similar words or phrases from their responses. Phrase B incorporating different words or phrases from their responses
 - Students will be required to effectively incorporate the elements of dance and-or LMA
4. **Discussion Sharing small group discussion**
 - Students will gather back together as a whole group 'check in' to share and reflect on their entry responses.
 - Students will write down key similarities and differences of the class responses.
5. **Closing: Performing and analyzing phrases using formative assessment**
 - Students will perform their collaborative group phrase for the whole classroom. After performing students will be required to answer the following: were the texts used to create the composition used literally or

abstractly, how were you able to find common ground and build relationships within the small groups. Why is essential to reflect on your cultural identity and become aware of other cultural identities?

- Observers are required to think critically about the viewed movement phrases and discuss appropriate feedback pertaining to the compositional process.

Differentiation:

This lesson includes differentiation for diverse learners by formatively assessing individual students throughout the lesson. The teacher will be circulating the room, specifically during their guided practice activity, to gauge where the class is as a whole as well as individually. Throughout their independent practice activity, the teacher will circulate the room to observe students understanding of the instructions. If the teacher notices a student struggling he or she will be available to step in and guide them through any questions or confusions they may have. The teacher will be looking for high time on task, integration of literature and dance, application of artistic skills through creation, and application of knowledge with the use of process and tool learned.

Resources:

- Emdin, C. (2016). *For white folks who teach in the hood ... and the rest of y'all too: Reality pedagogy and urban education*.
- Gay, G. (January 07, 2015). Teaching To and Through Cultural Diversity. *Curriculum Inquiry*, 43,1,48-70.

Terminology:

- Reflective Practice: Self awareness and actualization of one's success, strength, and progress
- Self Awareness: The conscious knowledge of one's own character, feelings, and motives
- Cultural Identity: The rituals, celebrations, religion, and social class of a specified ethnicity
- Ethnicity Vs. Race- Irish-American vs. Caucasian

Journal Entry Prompts:

- How would you or a friend/family member define your cultural identity in 5 words? How would you describe the cultural identity of a person you admire in 5 words? Do you see any similarities or differences in the descriptive words between you and that person?
- What are the emotional and physical sensations that you feel when people describe your culture?
- Using a chart to brainstorm and identify words or phrases that can have differentiated meanings in a formal and informal setting and do these words have different meanings to other cultures?

Example: Term: The U.S. Border. Formal Setting- Canada and Mexico. Informal Setting- Location of "the wall". Cultural Relevance: Students who have a Hispanic cultural identify may view the term negatively and or have specific personal opinions regarding the term.

Assessment Rubric

Criteria	5-4	3-2	1 (0- No Participation)
Choreography	Student is able to exceptionally use choreographic tools or LMA, and primary use of abstraction in composing solo and duet phrases	Student is able to incorporate some choreographic tools or LMA, and use of the literal and some abstraction in composing solo and duet phrases	Student incorporates little to no choreographic tools or LMA and mainly uses literal with no abstraction in composing solo and duet phrases
Performance	Student is exceptionally able to commit to performance, establish a clear beginning-middle-ending, and fluid transitions	Student is able to partially commit to performance and establishes some beginning-middle-ending, and some transitions	Student has little to no commitment to performance and does not establish a clear beginning-middle-ending, and no use of effective transitions
Responsive Connectivity	Student is exceptionally able to verbally articulate their prompt responses in connection to their choreographic process	Student is able to partially verbally articulate prompt responses in connection to their chorographic process	Student is barely or not able to verbally articulate prompt responses in connection to their choreographic process

Total Points _____/10