

## **Connected Modern Dancers: Relationship and space through character connection Grade 10**

### Big idea (s)

- How kindness can be apparent in our classrooms, in our work, and in ourselves through everything we do
- How the elements of dance (relationship and space) can translate from the dance classroom to our real life
- How mindful composition can connect teamwork and community building?

### Key question(s)

- 1) How can dance be utilized as a medium through which the facets of life can be positively affected? (or: How can dance be utilized as a medium through which performers can give back to communities at a local, provincial, national and/or international level?)
- 2) How can the actions of giving, sharing and receiving on a personal and artistic level connect to the experiences within the workplace? (or: your school?)

### Dance content addressed and dance vocabulary addressed:

Elements of dance (relationship and space), canon, call and response, guided improvisation, abstraction, sequence, phrase, repetition, retrograde, space (breadth, width, personal space, general space, negative/positive space), spatial relation, time relations, relation to music, relation to each other

### Character building vocabulary addressed:

Character Development, citizen development, respect for diversity, kindness, karma, altruism

### Interdisciplinary integration points

- Make principled and creative decisions
- Think critically about their world and their work
- Anticipate problems and contribute to solutions
- Develop higher levels of personal and social responsibility
- Communication, social and participatory skills
- Develop an understanding of and commitment to character development through the arts

### Curricula description (one paragraph ONLY)

This unit focuses on character development through the artistic process. The syllabus is based on the Ontario Arts curriculum and the 'Finding Common Ground: Character Development in Ontario Schools' document.\* Students will not only learn about the creative process, composition, and develop self-awareness, but will also understand their ability (personally and as a group) to affect change in their community, society and beyond.

### Assessment methods

- 1) Assessment for learning (teacher observation/feedback, group discussion)
- 2) Assessment as learning (peer feedback, personal reflection, portfolio, exit questions,
- 3) Assessment of learning (performance rubric, portfolio rubric)

This material is inspired by the Ontario Document “Finding Common Ground: Character Development in Ontario Schools, K-12” and the Ontario Arts Curriculum.

Front Matter Objectives:			
<b>Students will:</b>	<b>Cognitive (mental skills)</b>	<b>Affective (emotional skills)</b>	<b>Psychomotor (physical skills)</b>
Demonstrate their concern for others by responding to issues of social justice and/or charity and contribute to their solutions**	Identify and express (movement and verbally) the positive effect that being kind to others and receiving kindness has had on a personal level	Seek out an opportunity to work with a charity or community group. (will be implemented in another 6 session grid)	Demonstrate the concept of karma using canon with a group
Demonstrate an understanding of how creating and viewing dance can benefit individuals, groups and communities.	Use a literary source/photograph/visual art/media source as the foundation of your choreography	Explain the positive effects that this experience has had on personal, school and community levels	Create, produce and reflect on how the physical work created has been the catalyst for empathy/connection
Combine the elements of dance in a variety of ways in composing individual and ensemble dance creations.	Provide shapes in relation to one another based on guided improvisation/Solve problems quickly.	Reflect on the experience of creating alone and with a group.	Create a short composition that integrates relationship and space, based on a work of art promoting social justice or causes.
Apply dance presentation skills in a variety of contexts and performances	Plan, design and execute a small performance with the other members of your class.	Predict other experiences that supports performing for purpose and list how you might contribute	Assume various roles within the dance production (choreographer, critic, performer)

\*\* The character development objective is in black text, the integrated objective in green text and the dance objectives in blue text.

The progression of Bloom’s taxonomy are best summarized in this chart. They are integrated into each lesson plan and used as progressions in each class, as well as arching through the unit plan.

Session 1

Title: The People in your Life

Themes: Connections & Self

Key Question: How have you learned to make decisions?

Guiding Questions:

- How do you know you are making a moral decision?
- Where/who did you learn this from?
- How do your character traits reflect people you look up to/heroes/teachers?
- Who do you think will learn from you?
- Are you proud of what you are teaching others?

Objectives:

- Identify and express (movement and verbally) the connection to others has on a personal movement style
- Create movement sequences that reflects lessons your hero taught you
- Reflect on situations where you made moral decisions and how you learned to make these decisions.
- Identify and reflect on how people affect our lives, our spirit and our artistry.

Assessments: Assessment for learning – Self-reflection/teacher feedback

Description:

- a) Choose a person in your life that you admire. Begin interacting with others as that person. Begin to develop the movements, habits and style of talking of that person.
- b) Discuss who they chose and why.
- c) Reflect in their journal about who they have chosen and why. Choose 5 things they taught you. Think about how they taught you those lessons. Discuss with a partner.
- d) Choose 3 words that best describe what you've learned about your partner.
- e) Create a solo based on the words to show what moral lessons you have learned from your hero.

Session 2

Title: Branches

Themes: Nature & Character

Key Question: How can nature inspire your movement? What can nature teach us about empathy, leadership and our decisions?

## Guiding Questions:

- What are your individual values?
- Will these ever change? Why?
- Who shares similar values?
- How can we respect one another's values without judgment?
- How does identifying these values impact our dance life? Work life? Social life?
- Is it important? Why/why not?

## Objectives:

- Identify what moral values you hold most significant at this time.
- Create and reflect on personal hierarchy of values
- Create a small group dance, which reflects personal and group values.

Assessments: Assessment for learning – Self-reflection/teacher feedback

## Description:

- f) Discuss what students learned yesterday about their hero and begin to add to the list of values they hold dear, as a group.
- g) Take class outside and observe the wind, trees, and animals. Discuss how do they interact. Reflect by discussing how similar things might happen in our lives.
- h) Sketch a tree and choose the most important value for the trunk, sub values for branches and other values for twigs.
- i) Add to your solo from yesterday to reflect your sketch.
- j) Share the sketch and solo with a small group.
- k) Discuss how the solos might form a group piece. Focus on shared values.
- l) Present the work to whole class and discuss shared values among the large group.
- m) Everyone creates leaves with their top three values written on each.
- n) Hang leaves on the classroom trunk somewhere in the room. Reflect on it throughout the rest of the semester.

Session 3

Title: Connection through Empathy

Themes: Connections & Change

## Key Question:

- What is empathy? How does it affect you?

## Guiding Questions:

- How can these action words translate into movement?
- Does one person's action affect another? How? Translate from life to dance/dance to life.
- Do you think dance can change your community/school? How so? Explain.
- Do your personal experiences help you to create art?
- Relationship and Space (elements of dance), Do these concepts help to interpret movement?

- (List your current questions empathy and how it connections people and community).

Objectives:

- Identify and express (movement and verbally) the positive or negative effects that connection to others has on a personal level)
- Create movement sequences that reflects upon connections to others
- Demonstrate and use the concept of canon/follow up in the creative process

Assessments: Assessment for learning – Self-reflection/teacher feedback

Description: This lesson should link the cause and effect of all types of relationships we have in the world. Students will begin to explore how to extrapolate this concept to dance, gesture and choreography techniques.

- o) Begin with a discussion, gather movement words, begin to embody them through guided improvisation. Share few shapes/phrases and one action word. Link these to begin choreography as a duet.
- p) In a group, reflect on the different pieces through a graphic organizer of how their actions and words can affect others and the world.
- q) Discuss how music can affect the tone. What instruments and types of music can help convey mood?
- r) Personal reflection: mind map of connections of kindness and negativity. How does that affect our world?
- s) Design portfolio rubric together

Session 4

Title: Chain Reaction

Themes: Choices & Consequence (How our choices affect others)

Key Question:

- How does contact improvisation relate to giving, sharing and receiving?

Guiding Questions:

- How do these concepts relate to relationship and space?
- How do your personal relationships help you to create art?
- Describe how contact improvisation teaches you more about giving, sharing and receiving in real life.
- What did you learn about yourself or others through contact improvisation?

Objectives:

- Demonstrate the basic principles of contact improvisation
- Judge the power of working with a partner both physically and creatively
- Create a short composition that integrates elements of dance (relationship and space) and consequence through contact improvisation

Assessments: Assessment for learning -Teacher feedback/written feedback on portfolio responses.

Description: This lesson will begin to solidify the relationships of two bodies, and the effects on each other. We begin to allude to community and world connections through giving and receiving.

- a) Introduce partner work specifically in this class- warm ups for duets, contact improv, leading, mirroring, call and response exercises.
- b) Call and response activity. (Short improvisational phrases for person A. Person B responds). Explore this activity to create short work.
- c) Present, Share and Discuss the partner experience. Discuss how choices you make affect others in our lives.
- d) Complete short exit activity about what you learned from duets and how it translates to chain reaction in family, in school and in community.

### Session 5

Title: Chain Reaction II (Problem Solving)

Themes: Choices & Consequence (How the choices of other affect us)

Key Question:

- How can barriers in choreography change our vision?

Guiding Questions:

- Are imposed rules, regulations, set pathways a positive or negative thing? (Examples in dance, in school, life) – Ask this question both at beginning and end of class. See how/if thoughts change.
- Discuss how the changes I imposed affected students. Feelings? How does it translate to when someone imposes something socially? At work? In your family? (Always positive or negative?)
- How did the barrier/rule/prop effect the structure of the duet? more or less interesting to watch/dance?
- How do these concepts relate to dance elements of relationship and space?
- Describe how today's dance exercises teach you about problem solving. How will you use them in your social life?

Objectives:

- Improve the basic principles of contact improvisation and composition skills
- Judge the power of working with a partner both physically and creatively
- Create a short composition that integrates elements of dance (relationship and space) and consequence through problem solving.

Assessments: Assessment for learning -Teacher feedback/written feedback on portfolio responses.

Description: This lesson will solidify the relationships of two bodies, and the effects on each other. It will also introduce problem solving and imposed barriers in life. (How to make lemonade out of lemons).

- a) Group chain reaction warm up- sounds and movement simultaneously. (One does movement and sound, next has to begin their movement and sound from the end of the previous).
- b) Go into group duets from yesterday and I give them a prop, or barrier that they must incorporate.
- c) Present, Share and Discuss the partner experience with use of guiding questions.

Homework: students should search for, select and summarize an article, photograph or piece of visual art that speaks to them about connections with others on a personal, community and world level.

### Session 6

Title: Building the Impact

Themes: Choreography & Cause

Key Question:

- How can your choreography make a positive impact on your life and upon the lives of others?

Guiding Questions:

- Defend your choice of article, video or photo and how it relates to you, others and the world.
- How will your group decide on what you will choose? What major theme/connecting thread binds you?
- Explain why your group chose this topic and defend how it relates to each member.
- Compose a strong topic sentence, and quote to convey theme.
- Describe what audience the dance would be most impactful/suitable for. (Who's life will benefit/change because of your work?).

Objectives:

- Summarize, deconstruct and express the content and the opinion of an article or art work through movement
- Select, design and create a work based on literary or visual art
- Identify & discuss concepts of relationship and space within their own (and peer) choreography.

Assessments: Assessment for learning -teacher feedback (written and verbal)/ self assessment

Description: This lesson is based on teamwork and expression. The creative process will be used continuously throughout this class and the following.

- a) Students will summarize and share their article/art work with their peers. Buzz-words for all participants will be recorded.
- b) Individuals will find group themselves based on similar themes. Each group will identify a quotation (from the article or the artist) that speaks most profoundly to their work. They will explain, discuss and defend their choice to the class as they create.
- c) With questions to guide them, student groups will begin to create choreography. [ONE – TWO free hours to work on their piece]
- d) Share comments about their work (according to a mini version of the critical response process) once each day through the process.

### Session 7

Title: Who cares about my creation?

Themes: Present, Defend and Discuss

Key Question: Discuss the technical aspects of presented peer material.

Guiding Questions:

- Devise options for technical/compositional aspects that you found least appealing? Why?
- Describe how the barrier/rule/prop was used in the group work.
- How do the elements' relationship and space help to interpret the theme of your work?
- What do you hope your intended audience will gain for your work?
- How/will your understanding of chain reactions impact how you structure your plan to approach a group?

Objectives:

- Present a work based on literary or visual art with technical skill and attack
- Explain and reflect on compositional aspects of elements of dance: relationship and space.

Assessments: Assessment of learning - teacher feedback (group and individual)/ detailed rubric discussed with students in advance.

Description: This lesson is based in presentation and discussion of the learned material. While the focus will be in technique, compositional choices and elements of dance, a plan to approach community groups will be touched upon.

- a) Culminating activity: Part 1-  
Present their choreography, guiding art piece, theme and intended audience.
- b) Discuss how charity, dance, creation with purpose and community connections are important, (or whether they are not)



c) Students will decide on a specific group that would benefit from seeing their work and develop a rough plan to approach the group. (Not put into practice during this session grid).

d) Culminating activity: Part 2- Based on the work they saw, students will identify and evaluate compositional aspects of relationship and space in two other group projects. They will record the work and add in audio commentary based on their observation and learning.

### Session 8

Title: Dancing to Change the World

Themes: Relationship & Space (Classroom to Community)

Key Question:

- How can dance be utilized as a medium through which performers can give back to communities at a local, provincial, national and/or international level?
- How has this experience changed your thinking about dance and its ability as an agent of change? Has it changed? Explain.

Guiding Questions:

- How have you been a catalyst for social change through your experience in dance class?
- What other opportunities might you want to pursue?
- Do you think you have captured someone's attention or sparked new interest in a community club/organization or arena? Explain
- Summarize how dance (specifically the study of 'relationships and space' can have a positive effect on a change for a compassionate community.

Objectives:

- Reflect on the power of one and the effects of dance in the community
- Explain and reflect on the positive effects that this experience has had on a personal level.

Assessments: Assessment of learning – detailed rubric discussed w students in advance/ self assessment

Description: This lesson will solidify community connections by brainstorming ideas for reaching out and establishing a connection to promote students as agents of change. Reflect on how dance, or those who dance, can be a vehicle for social change. Consider how the basics of choreography, contact improvisation and the elements of dance: relationship and space are useful tools for achieving social change.

Culminating activity: Part 3- Students will write a journal on their experience on how they would go about implementing connection in the community, if it is important or useful, and what sort of chain reaction it might start.

Culminating activity: Part 4- List 3 questions you have regarding the material. (Depth of understanding will be accessed/understood by the level of questions presented.)