

LESSON 5: MOOD EXPLORATION

Grade-Level Outcomes

Primary Outcomes

Self-expression & enjoyment: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

Dance & rhythms: Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

Embedded Outcomes

Challenge: Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Health: Analyzes the benefits of a self-selected physical activity. (S5.H1.L1)

Physical activity knowledge: Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.H2.L2)

Lesson Objectives

The learner will:

- listen and react with improvisational movement while interpreting different selections of accompaniment.
- express the emotions of the music while moving.

Equipment and Materials

- Large open dance space
- Stereo
- Many selections of different types of accompaniment (e.g., sounds of whales, African drums, classic rock, classical music, yoga music, sounds of nature, acid rock, pop songs, R&B, love songs and ballads, music from movie soundtracks, music from different eras and decades, foreign music with foreign languages, Broadway musical music, children's music, commercial music)

Introduction

As we continue our choreography module, we will now be exploring mood. The mood of the piece has much to do with the movement you are performing. The accompaniment you choose should enhance your movement and set the tone for the piece. It helps communicate the main idea you are trying to convey in your choreography. Today, you will be experiencing and moving the way the accompaniment or music makes you feel.

Instructional Task: Solo Improvisation

■ PRACTICE TASK

We will be working on solo improvisation today. When the music starts, don't think about it, just move your entire body the way the music makes you feel. Use your choreographic tools in your movement. You will hear all different types of music in the lesson today, and your movements should reflect what you hear.

When the music stops, freeze the pose you happen to be in until the next selection begins. Do not fall out of your pose or talk—just freeze and begin again when you hear the next piece of music start playing.

Once again, giggling is acceptable, talking is not.

Extension

Have students take their heart rates at the completion of the solo improvisation.

Refinements

- Reinforce the importance of focusing on the music as a guide to movement choices. Students' movements should evoke the tone set by the music.
- Remind students to use a variety of choreographic tools in creating their dances.

EMBEDDED OUTCOME: S5.H2.L2. Emphasize the importance of challenging yourself to go beyond your comfort zone in this exercise.

Student Choices/Differentiation

- Students choose their level, their tempo, their travel through the space.
- Students are responsible for making all choices in the way they move in today's lesson.
- Turn out the lights. This makes everyone feel safe and free to move. Try hanging Christmas lights in your studio for lessons such as this as they add the perfect amount of light and fun.

What to Look For

- Students are not staying in the same area or near the same people. Students should be traveling and using all the space.
- Students should move their bodies to reflect the music.
- Students are incorporating a variety of choreographic tools.

Instructional Task: Cool-Down and Discussion

■ PRACTICE TASK

Lead students in a relaxing cool-down. Solo improvisation is usually a workout for all involved. Once students' heart rates are back to resting, have them sit down for a discussion.

Guiding questions for students:

- What type of accompaniment was easiest to move to?
- What type of accompaniment was most difficult to move to?
- What were the moods you portrayed in your movement today?
- Do you see how much the accompaniment you choose can enhance your choreography?
- Can you see that if you just pick your favorite song for your choreography, it might not be the very best choice to convey the idea you are trying to communicate to the audience?

Student Choices/Differentiation

- Students can write down their ideas.
- Students can share their ideas with a partner.

What to Look For

All students are contributing to the discussion. You want every student to have a voice.

Instructional Task: Choreography Portfolio

■ PRACTICE TASK

Discuss the strengths and weaknesses of the portfolio students viewed for homework, then review the requirements for their choreography portfolio. Note: If it's not feasible to do an electronic portfolio, students can always create a traditional paper version or an alternative assignment, such as creating a mixed media collage.

- Create a web-based portfolio that reflects your proficiency in choreography.
- Certain assignments will be identified as required for inclusion in the portfolio as you progress through the module. For example, the portfolio will include preparation for the final choreography performance, and it will include video of the choreography performance.
- The portfolio may include other material from your dance experience, but that is not required.

Extension

Review the rubric for the portfolio with students so they understand the expectations.

Student Choices/Differentiation

Post the requirements to the school's physical education website, or provide a handout for students to take home.

What to Look For

- Students were effective in their critique of the portfolio they viewed for homework.
- Students are asking good questions about the portfolio assignment.

Formal and Informal Assessments

Exit slip: What does your heart rate tell you about the value of dance for health-related fitness? (Embedded outcome: S5.H1.L1)

Closure

- Emphasize how students are growing and stretching themselves creatively and growing more confident in their choreography. Tell them what you saw that was beautiful, poignant, and interesting; what made you laugh; what made you cry.
- Mood is such an important part of creating a piece of choreography. When you get to your final choreography project, you will be challenged to make your movement speak to the audience. Like today, the accompaniment you choose can help you.
- Don't forget to turn in your reflection on dancers and body image.

Reflection

- Were students becoming less inhibited as the class went on?
- Were their movements matching the mood of the music?
- This is usually one of the students' favorite activities. It is also wonderful to behold. Make sure your students feel free to move and enjoy the activity.
- Review exit slips to see if students are making connections to health.

Homework

Review the tutorial for creating an electronic portfolio (Weebly sites are popular and simple to use) on the school's physical education website. Create a simple landing page with your name before the next class. (Embedded outcome: S3.H2.L2)

Resources

Lund, J., & Veal, M. (2013). *Assessment-driven instruction in physical education: A standards-based approach to promoting and documenting learning* [eBook]. Champaign, IL: Human Kinetics.

Melograno, V. (2000). *Portfolio assessment for K-12 physical education*. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

Internet keyword search: "dance improvisation," "e-portfolios," "digital portfolios," "dance portfolios"