

LESSON 9: SELECTED POEM

Grade-Level Outcomes

Primary Outcomes

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

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

Working with others: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Working with others: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Embedded Outcomes

Working with others: Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

Engages in physical activity: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)

Lesson Objectives

The learner will:

- select a short poem to choreograph with group members.
- express the ideas of the poem in movement.
- collaborate on choreography with the group to perform for their peers.
- demonstrate respect and critical problem-solving skills with group members while collaborating in choreography

Equipment and Materials

Dance space

Introduction

You have all brought in a poem. Get into groups of three [or larger if you have a large class]. Please read your poem to your group and listen carefully to each person's poem. You may need to read through them twice. As you listen to each poem, think of movement that could be done in a group to help illustrate the words you hear. You will discuss and collectively choose one of the three poems to create movement to. All poems will be turned in to me at the end of class. It is important that you are all respectful of each other's ideas. I am looking at how you collaborate, not how one person teaches their ideas to the others. Work together and use everyone's ideas. You will perform your choreography next class.

Instructional Task: Selecting a Poem

■ PRACTICE TASK

Students share their poems and choose one to choreograph.

Refinement

Emphasize that students should select a poem that lends itself to movement and projects some emotion.

Student Choices/Differentiation

Students select the poems that are options for the group.

What to Look For

Make sure natural leaders are not taking over and that the quiet students are not getting left out.

Instructional Task: Choreograph the Poem**■ PRACTICE TASK**

After students select their poems, lead a warm-up.

Have students brainstorm ideas for movement and use of choreographic tools.

Refinements

- Students should re-read the poem again and again as they think critically about the poem, collaborate, and choreograph.
- Students may ask you to read the poem for them as they practice moving.

EMBEDDED OUTCOME: S4.H4.L2. Provide feedback and support to groups about what collaboration really means and accepting others' ideas.

Student Choices/Differentiation

- Everyone in each group offers ideas for the choreography.
- Provide a checklist of choreographic tools for students to use.

What to Look For

It is important that this is a collaboration of everyone's ideas.

Instructional Task: Costumes and Props**■ PRACTICE TASK**

About halfway through the class, break and discuss the role of costumes and props in choreography and dance.

Refinement

Remind students that costumes and props can be very simple and should enhance the dance, not detract from it.

Extensions

- Have students decide what they will wear for the performance of their poems and if they need any props for their dance. Costumes can be as simple as black pants and matching colored shirts.
- Return to working on choreography. If props are available, students can incorporate them as they practice.

Student Choices/Differentiation

Everyone is bringing ideas to the group.

What to Look For

Everyone is being heard.

Formal and Informal Assessments

Peer assessments of a strength and an area for improvement

Closure

- Did you find it challenging to create movement for your poem?
- Would you consider using a poem for your final choreography project? Why or why not?
- Be sure to turn in your choreography papers and complete your four links in your portfolio, due next class.

Reflection

- Was everyone engaged?
- Was everyone respectful of each other?
- Was there true collaboration going on?
- Review peer assessments. Are students becoming good critics?
- Review choreography papers and provide feedback in writing for next class.

Homework

- Complete the four links for your portfolio, and send me the link so I can check your progress.
- At the end of the module, we will be performing in the Choreography Celebration. We will want to invite students from other classes, teachers, administrators, and family and friends. For homework, make a list of items we will need to think about as we organize this event. (Embedded outcome: S3.H6.L2)

Resources

Green, D. (2010). *Choreographing from within: Developing the habit of inquiry as an artist*. Champaign, IL: Human Kinetics.

McGreevy-Nichols, S., Scheff, H., & Sprague, M. (2004). *Building dances: A guide to putting movements together*. Champaign, IL: Human Kinetics.

Internet keyword search: “dance poems,” “choreograph poems”