

LESSON 10: POEM PERFORMANCE

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)

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)

Embedded Outcome

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

Lesson Objectives

The learner will:

- collaborate in and refine group choreography for the poem.
- perform as a member of a group for peers at the end of class.
- express the main ideas of the poem through choreography.
- coordinate lists and select tasks to prepare for the choreography event.

Equipment and Materials

- Dance space
- Video camera or phone to record each dance
- Method to post dances for viewing, such as Google Drive, a shared drive, or a private YouTube channel
- Performance notes worksheets and pencils

Introduction

Today, you will continue breathing life into your poem with movement. Continue to work together to put the finishing touches on your creation. When there are 15 minutes left of class, you can go change clothes if you need to and gather your props. Until then you will work to complete your piece of choreography. During the performance, your work will be critiqued as your peers write performance notes. Think of yourself as a critic as well as a dancer!

Instructional Task: Dance Practice

■ PRACTICE TASK

Students continue where they left off and finish their collaborative choreography to their chosen poems.

As they practice, check in with each group and ask the guiding questions.

Guiding questions for students:

- Now that you've had some time to practice, do you think your movements are conveying the intent of the poem? Why or why not?
- Are there ways your group can work together better?
- How can you enhance your movements to make the performance even better?

Student Choices/Differentiation

Everyone in each group offers ideas for refining the choreography.

What to Look For

- Everyone is putting in a good effort.
- All ideas and suggestions are well-received and certain students aren't dominating.
- Movements are expressing the intent of the poem.

Instructional Task: Performance

■ PRACTICE TASK

Let students change clothes if needed and gather props. Seat them all at the front of the room, and give each group a number in order of their performance.

EMBEDDED OUTCOME: S.4.H.2.1.2. Review how to be a respectful and gracious audience member: Watch to learn and comment, and always applaud after a performance.

Distribute the performance notes worksheets. This worksheet includes key points to look for during the performance. Peers will make notes on the sheet to give to the performing group after they dance. Dances will be recorded. Students will watch their dances (provided by you on a shared drive, or emailed in Google Docs, or provided on a private YouTube channel) and critique them.

Each group performs according to assigned numbers. You or a student can be the narrator.

Extension

After each dance, briefly discuss each piece of choreography. This could include the poem they chose, the movements they did, or their collaboration.

Guiding questions for students:

- How did the dance make you feel?
- Did the dancers bring the poem to life?
- Were you able to understand the poem better with their movement?
- Were you moved?
- Was it thought provoking?

Student Choices/Differentiation

Student created the dances.

What to Look For

- Students included a variety of choreographic tools.
- The dances are reflecting the poems.
- All students are contributing to the discussion.
- Focus on questions that will have positive answers. You want everyone to feel good about what they have created.

Instructional Task: Event Organization

■ PRACTICE TASK

To prepare for Choreography Celebration, have students share their event task lists. Provide feedback about their ideas. Have duets volunteer to take on different responsibilities. Examples include event flyers, event invitations, technical coordinator (lighting and music), event host, event programs, and press release for student paper or school's physical education website. Students select a theme for the materials they will create.

Student Choices/Differentiation

Students can work in small groups.

What to Look For

Students have been thorough in thinking about the tasks associated with hosting an event.

Students are showing initiative in taking on event tasks.

Formal and Informal Assessments

- Peer assessment: performance notes worksheets
- Self-critique of performances

Closure

- Your group work was inspiring today. Thank you so much for your creativity and your healthy collaboration.
- It is not easy to work with a group on choreography, and you did a wonderful job.
- You are learning more and more every day about creating interesting movement. Congratulations to all of you!
- Make sure you talk about your event responsibilities with your partner, and make a plan for getting them done by Lesson 13.

Reflection

- What could I have done to make this lesson segment run more smoothly?
- Should I have chosen their groups for them?
- Did I give them ample time for the assignment?
- Was the discussion fruitful?
- Review performance notes worksheets.

Homework

- Review the feedback on your choreography paper and be ready to start practicing next class.
- Watch your performance and do a self-critique, answering these questions: Are you happy with the finished product your group produced? Why or why not?
- If you could have changed anything, what would you have changed?
- What choreographic tools did you use in your work?
- Who were the people in your group? Did you work well together?
- What did you learn about choreographic collaboration?

Resources

- Gilbert, A.G. & SHAPE America – Society of Health and Physical Educators. (2015). *Creative dance for all ages*. 2nd ed. Champaign, IL: Human Kinetics.
- 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 self-assessment,” “dance collaboration”