

LESSON 14: INANIMATE OBJECT

Choreography

Grade-Level Outcomes

Primary Outcomes

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)

Self-expression & enjoyment: Selects and participates in physical activities or dance that meets 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)

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.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 Outcomes

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

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:

- create shapes with a partner and an object (chair) to perform for the class.
- create a movement sequence using shapes and transitions.
- perform in a duet.
- self-assess and refine the choreography project, focusing on expressive elements.
- apply knowledge of choreographic tools and terminology on a written quiz.

Equipment and Materials

- Large open dance space
- Video recording devices
- Background music: whatever you feel like playing; just keep repeating the same song over and over so all students are creating to the same music (instrumental is best)
- A chair or another large object for each pair of students

Introduction

This is your last class working on new choreographic tools. The remainder of the module will be devoted to a dress rehearsal and the Choreographic Celebration. For today, choose a partner different from the one in your duet. One of you go get a chair and the other come and get a handout, and then find some space to work in. You're going to work with a new partner to create movement around an inanimate object—in this case, a chair. Follow the directions on your handout, which will help you try out different shapes and combinations. After you work with the chair, you'll take your quiz and finish up with practice time for your performance.

Write the directions on a whiteboard, put them up on your document camera or LCD projector, or provide a handout.

Instructional Task: Creating Shapes With an Inanimate Object

■ PRACTICE TASK

You are the instructor today. I will not be available for questions because there are no wrong answers! Work through the instructions and create, revise and, create some more!

1. Choose a partner and get a chair.
2. Place the chair in the space where you will move.
3. Make a curved shape with one body part touching the chair, one touching the floor, and one touching your partner. Memorize this shape (shape #1).

Extensions

- Make a shape containing at least one straight line, with six body parts making contact with the chair, floor, or partner. Memorize this shape (shape #2).
- Make a shape where one partner would lose balance if she were not supported by the hair of his or her partner. Memorize this shape (shape #3).
- Make a shape where both partners need to be supported by the other partner. Memorize this shape (shape #4).

Student Choices/Differentiation

- Students choose their partners.
- Students choose the movements they do to create choreography.
- Use a handout, whiteboard, or projector to give students directions.

What to Look For

- Everyone is participating and collaborating well with a partner.
- Students are finding creative ways to make shapes.

Instructional Task: Creating Movement With an Inanimate Object

■ PRACTICE TASK

Repeat shapes 1 through 4, adding interesting transitions that can be as long or short as you like. Feel free to move away from the chair during transitions, always returning for the next shape (transitions task).

Extensions

1. Move over, under, around, and across the chair. Choose the order you will do this in.
2. Repeat transitions task but change your tempo.
3. One partner will make a new shape using the chair; the other partner must move away from the chair.
4. Repeat the three tasks above with the other partner completing the action.
5. Repeat shape #3 or #4, creating a new shape.
6. Perform your duet for another duet.

EMBEDDED OUTCOME: S4.H4.L2. Discuss the importance of accepting others' ideas and abilities when working together in creating dance. Students should try to make ideas work rather than dismiss them.

Student Choices/Differentiation

- Students choose their partners.
- Students choose the movements they do to create choreography.

What to Look For

- Everyone is able to remember the shapes as they add transitions.
- Pairs are working together effectively to create sequences.
- Pairs are respecting each other's ideas.

Instructional Task: Quiz**■ PRACTICE TASK**

Administer a quiz on choreographic tools and terminology.

Student Choices/Differentiation

Allow extra time if needed, or create a take-home version.

What to Look For

Students are knowledgeable about the tools of choreography.

Instructional Task: Choreography Project**■ PRACTICE TASK**

Each pair practices their choreography piece, making final refinements.

Refinement

Suggest that students consider adding an object to their own choreography if they are interested.

Extension

Two pairs work together, with one pair recording the other. Each pair watches their own video to evaluate their own performance and make revisions as desired.

Student Choices/Differentiation

- Students choose their movements and music.
- Students use the final project checklist to guide refinements.

What to Look For

- The sequence looks like a collaborative effort.
- Students have made refinements to their shapes and transitions.
- Students are using their choreographic tools.

Formal and Informal Assessments

- Self-assessments of video
- Quiz

Closure

- You all had the exact same instructions, and yet your pieces were all very different. See how creative you all are.
- It is interesting to see what each group choreographs and how each group interprets the instructions differently.

- Next class, we will focus on practicing for your performance. Please bring your costumes and props for the dress rehearsal.
- Remember, you will be taking turns video recording, running the music (or narrating for spoken word), critiquing, and being a good audience member for each performance. I will use the video recording for evaluating your final choreography project.

Reflection

- How did the students react to dancing with an object (chair)?
- Review quizzes to see if there are common gaps in understanding.
- Review videos to check readiness for performance.

Homework

- Practice your choreography project with your partner.
- Finish your portfolio. Your choreography video from the dress rehearsal will be added after next class. (Embedded outcome: S3.H2.L2)
- Take home invitations to your families, and promote the Choreography Celebration with the flyers and posters you made.

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.