

LESSON 16: FINAL PERFORMANCE

Grade-Level Outcomes

Primary Outcomes

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)

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)

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

Embedded Outcome

Stress management: Applies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

Lesson Objectives

The learner will:

- perform the choreography piece with his or her partner in a culminating event.
- use choreography and accompaniment to express his or her selected emotion.
- display his or her individual choreography portfolio.

Equipment and Materials

- Large open dance space
- Music for each group
- Video recording device

Introduction

This is it—it's time to perform your choreography! If you're feeling a little stressed, use your favorite stress-management technique before going out to perform. Thank you for sending me the links to your portfolios. I will be showing them on different screens around the room after your performance. Let's warm up and get ready to dazzle our audience!

Instructional Task: Dance Event

■ PRACTICE TASK

Have students ready with costumes and props after warming up. Duets perform in a pre-determined sequence. The recital manager (you or another school official) will introduce each duet and the name of their piece. Ask another teacher or a parent to record the event so it can be posted on the school's physical education website or used in students' portfolios.

Note: The special event may also be conducted after school or at a dance recital or concert.

EMBEDDED OUTCOME: S3.H14.L2. Students will practice their stress management technique between the warm-up and the performance.

Student Choices/Differentiation

Students may choose the order of performance.

What to Look For

- Students performed confidently.
- The audience responded warmly.
- The costumes and props enhanced the performances.

Instructional Task: Celebration**■ PRACTICE TASK**

If possible, have refreshments available for the end of the dance so students and the audience can socialize.

Play a video of the performances in the background.

If some students have done paper portfolios, they can be displayed for the audience members to peruse and enjoy. Digital portfolios can be displayed on laptops or additional screens.

What to Look For

- Students are interacting with families and other students.

Formal and Informal Assessments

Exit slip: What was the most interesting concept you learned in this choreography module?

Closure

- Terrific work out there! All that practice paid off!
- I am very proud of the progress you've made, and I hope you feel great about your performances today.
- You all used the tools in different and interesting ways.
- Remember, next class we start a new module, so be sure to check out the choices before class.

Reflection

- What components of choreography did the students really excel at?
- Which ones were underutilized?
- What would I do differently if I were to teach this again?

Homework

Check out the next modules on the school's physical education website, and be ready to participate in a new one.

Resources

Internet keyword search: "dance performance," "dance recital," "dance event"