

LESSON 13: EXCERPT

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)

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 Outcomes

Working with others: Uses communication skills or strategies that promote team or group dynamics. (S4.H3.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:

- work with a small group analyzing text to choreograph movement to the excerpt.
- perform choreographed movement for peers.
- evaluate peers' performance.
- practice choreography of emotion in duet to music (or spoken word).
- finalize costumes and/or props for performance.
- finalize event materials and roles.

Equipment and Materials

- Large open dance space
- Rubric for peer evaluation
- Video recording device
- Music selected by each group for their project
- Books with markers in them and highlighted text. This can be a wonderful cross-curricular project using books the students are reading or have read. I have had dance students perform these in person or on tape for English, social science, and drama classes. See suggestions at the end of the lesson.

Introduction

Please get into groups of five. Today, you will be choreographing an excerpt from a book. I have 10 books here. Send a delegate from your group to choose a book from my bag. On the front of the book is a sticky note telling you specifically what you need to read. Read the marked text out loud multiple times, and have more than one person in your group read it. Really study it. You will need to interpret what you have read, solve problems, reach consensus, and create a dance as a group. You will be creating movement to complement the text. There will be no acting today, just dancing! At the end of class, I will read your text while you perform the movement you have created with your group. We will use the remaining time to work on your choreography project and the Choreography Celebration.

Instructional Task: Designing the Dance

■ PRACTICE TASK

Have students get into groups of five. Distribute the rubric for peer evaluation. Call up one delegate to choose a book. You can do a blind choice, or lay the books out and let students choose. Each group reads the passage, interprets it, and creates movement that goes along with it. All these things must be collaborated on as a group. Students practice as they formulate their choreography.

Refinement

Remind students to integrate multiple choreographic tools in their design.

EMBEDDED OUTCOME: S4.H3.L1 Students need to collaborate to create their finished product. Reinforce the importance of constructive feedback and supportive language as students plan and practice their dance.

Student Choices/Differentiation

- Students choose their groups.
- Students collaborate to choose movements and choreographic tools.

What to Look For

- Everyone's ideas are being considered.
- Everyone is bringing ideas to the group.
- Students are being kind to one another as they work on compromise.

Instructional Task: Performance

■ PRACTICE TASK

Groups perform what they have created for their peers while you read the paragraph or passage.

Extension

While one group performs, the other groups conduct a peer critique (see handout). Record the performances so you can evaluate them later. After each performance, groups share their evaluations as a way to provide feedback to the dancers.

Student Choices/Differentiation

- Students choose their groups.
- Students collaborate to choose movements and choreographic tools.

What to Look For

- Students are supporting one another.
- Students are using all the choreographic tools.
- Students are able to use the rubric correctly.

Instructional Task: Choreography Project

■ PRACTICE TASK

Students work on their projects, refining the movements and practicing with the accompaniment they have chosen.

Refinement

Emphasize the transitions between movements and how they represent the music (or spoken word).

Extension

Students finalize costumes and/or props for the performance.

Student Choices/Differentiation

- Students choose their movements and the music or spoken word.
- Students use the final project checklist to guide decisions.

What to Look For

- Students are making progress on their movement sequences.
- Students are working together to finalize their sequences.

Instructional Task: Event Roles and Materials**■ PRACTICE TASK**

Each duet shows the work they've done on posters, flyers, press releases, programs, invitations, and so on. The class will approve the final designs, and the information will be distributed electronically. Discuss roles for the dress rehearsal and the celebration. At the dress rehearsal, students will rotate through roles such as tech teams (video recording and music), critics (using the same rubric in this lesson for peer assessment), performers, and audience. At the performance, they will focus solely on performing. Students invite a school official to host the event.

Student Choices/Differentiation

Students create the materials for the event.

What to Look For

- Materials reflect thoughtful preparation and are attractive.
- Students are asking good questions about the event roles.

Formal and Informal Assessments

- Peer assessments
- Teacher evaluation after lesson

Closure

- This was a difficult assignment. I hope you are proud of what you created. I hope you are proud of how you created it.
- Give your group members a high five or a hug. Great work today!
- Are you becoming confident about your choreography project?
- Do you think you'll be ready to perform in three more classes?

Reflection

- This assignment usually exceeds my expectations. The students have done a lot of work with improvisation to this point and love to "dance out" the words from the page.
- Were the students all engaged?
- Was everyone's voice being heard and considered?
- What can I do to help any student who was not participating?
- Are the projects progressing enough to be ready for the performance?
- Assess the video to gauge progress.

Homework

- Review for a quiz next class on concepts and terminology.
- Practice your choreography project with your partner.
- Enhance your portfolio. For example, you could add photos of costumes or props or insert an audio file with your music. (Embedded outcome: S3.H2.L2)

Resources

See the list of suggested excerpts, or select your own book passages.

SUGGESTIONS FOR EXCERPTS FOR LESSON 13

- *The Great Gatsby*
- *The Hobbit*
- *Island of the Blue Dolphins*
- *Of Mice and Men*
- *Odyssey*
- *The Book Thief*

Talk to other teachers to see what students are reading. You also can use books that are popular, such as the Twilight series or Harry Potter series.

You will need to scan the books for a paragraph or two that lend themselves to movement. Here is an example I use:

Of Mice and Men by John Steinbeck

A far rush of wind sounded and a gust drove through the tops of the trees like a wave. The sycamore leaves turned up their silver sides, the brown dry leaves on the ground scudded a few feet. And now on row of tiny wind waves flowed up the pool's green surface. As quickly as it had come, the wind died, and the clearing was quiet again. The heron stood in the shallows, motionless and waiting.

Here is another: *Island of the Blue Dolphins* by Scott O'Dell

Night came and though I was afraid to leave the cliff I knew that I could never stay there until morning, that I would go to sleep and fall. Neither could I find my way home, so I climbed down from the ledge and crouched at the foot of the cliff.

And another: *The Book Thief* by Markus Zusak

Please believe me when I tell you that I picked up each soul that day as if it were newly born. I even kissed a few weary, poisoned cheeks. I listened to their last gasping cries. Their vanishing words. I watched their love visions and freed them from their fear. I took them all away and if ever there was a time I needed a distraction this was it. In complete desolation, I looked at the world above. I watched the sky as it turned from silver to gray to the color of rain. Even the clouds were trying to get away.

CHOREOGRAPHY PEER CRITIQUE

Name: _____

Excerpt: _____

1. What about this piece grabbed your attention?

2. What choreographic tools did you recognize?

3. Describe the costumes and props. Did they enhance the piece or detract from it?

4. If the choreographer was going to continue this piece, what suggestions would you offer on what to do?

5. Did the choreography move you? Did it make you think? Did you like the choreography? Why or why not?

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).