

LESSON 1: MOVEMENT MAP

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)

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

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

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)

Lesson Objectives

The learner will:

- review basic movement concepts relating to dance.
- create a movement map.
- memorize the movement map by walking it multiple times.
- employ choreographic tools to execute along the journey.
- develop solutions to movement problems.
- discuss choreographic tools and how they help create movement that is interesting and aesthetically intriguing.

Equipment and Materials

- Large open dance space
- Paper and pencil for each student
- Stereo
- Background music of instructor's choice (e.g., "Song of the Caged Bird" or "Crystallize" by Lindsey Stirling, "Moonlight Sonata" by E.S. Posthumus, "Until the Last Moment" by Yanni, African rhythms, African djembe drums)
- Video recording device

Introduction

Today, we're starting a new module on choreography. You have already learned so much about movement, alignment, and dance vocabulary in other modules. You have moved your bodies in many different dance genres, and now you are going to take what you have learned and create something new and wonderful. In the first part of the module, you will learn new choreographic tools and put them into practice. You will study how they can help us create interesting and unique movement with the activities we do each day. At the end of the module, you will choreograph your own dance and perform it for others.

Instructional Task: Review

■ PRACTICE TASK

Review movement concepts and terminology that students should have already learned in other modules: travel through the space, level change, tempo change, touch, mirroring, opposition, stillness, fall and recovery, floor work, and so on.

Extension

Have students demonstrate each of the concepts as you review them.

Student Choices/Differentiation

Use a video clip of a dance performance, and stop it when appropriate to illustrate a concept.

What to Look For

- Students are making connections from previously learned dance modules.
- Students are able to demonstrate the concepts.

Instructional Task: Creating a Movement Map

■ PRACTICE TASK

Students spread out in the space with paper and pencil. The paper should be oriented horizontally (landscape) in front of them. Students draw a small star anywhere on the page and put the tip of their pencil on that star.

When the music begins, students move their pencils the way the music makes them feel. They can close their eyes if they want, but they should not lift their pencils until the music stops (20 to 30 seconds).

Have students draw a dot where the pencil stopped. They have just created a movement map. The map represents the room. Have them put their pencils away and go stand where the star is on their maps.

Extension

Play the music again and have students walk their maps. When they have all ended on their dots, stop the music and have them return to their stars. They can walk their maps two more times before any choreographic tools are added.

Student Choices/Differentiation

Show samples of movement maps.

What to Look For

Students are not cutting their maps short after they walk it the first time. If it has 48 zigzags, they have to do them!

Instructional Task: Adding Movement and Choreographic Tools

■ PRACTICE TASK

Students follow their movement maps as the verbal directions are changed. Each time the music ends, they go back to stand where their stars were.

Task 1: On your path, you have to execute three turns and one dramatic level change.

Extensions

- Task 2: On your path, you have to execute three turns and one dramatic level change, and you must be still for 10 seconds in an abstract pose.

- Task 3: On your path, you have to execute three turns and one dramatic level change, you must be still for 10 seconds in an abstract pose, and you must fall and recover at least one time.
- Continue to layer new tasks on the dancers every time they return to their stars. The possibilities are endless:
 - Tempo change
 - Touch
 - Interaction
 - Dance movements
 - No use of feet
 - Add arms
 - Begin and end in a pose
- With 15 minutes left in the class, let students know you will be filming the movements they are doing. Find a high vantage point so you can see everyone's movements. Start the music and film.
- Once students have memorized their own personal patterns, they can turn in their maps.

Student Choices/Differentiation

This is a completely free exercise. Students decide exactly what type of movement they want to incorporate into their paths. You can guide them, but they ultimately choose the type of turn, the level change, the pose for stillness, and how they will move their bodies.

What to Look For

- Students are following directions.
- Students are concentrating and not talking at all.

Instructional Task: Cool-Down and Debrief

■ PRACTICE TASK

Have students sit down as you link the camera to the TV or LCD projector (whatever the room provides for watching their work). Ask them to stretch for a cool-down and use the guiding questions for reflection.

Guiding questions for students:

- How did creating the movement map with your pencil make you feel?
- Was it difficult to get all the tasks into your movement map?
- Were you dancing?
- Did you interact with other dancers on your journey? If so, how?
- What did you learn about yourself during this exercise?
- What did you learn about others in the class?

EMBEDDED OUTCOME: S4.H2.L1 Show students the video of their collective movement maps. As they marvel at how cool the “dance” is, remind them that these were just simple tasks put together along with free creative choice to make something amazing. Point out how they had to work together, without talking, and respect each other's paths to move about the space and complete each task.

Student Choices/Differentiation

Students choose their own stretches.

What to Look For

- Students are using their cool-down time effectively.
- Students are excited about the movement maps they created.

Formal and Informal Assessments

- Movement maps
- Video recording of dance

Closure

- What choreographic tools did we use today? (Embedded outcome: S2.H1.L1)
- Choreographic tools help us create interesting movement for the audience members to view.
- When you are working on your own choreography, remember these tools and feel free to use them as you create!

Reflection

- How did my students respond to this lesson?
- What can I do to make this lesson even more effective?
- Review students' movement maps and the video recording of the dance to assess their baseline choreography knowledge.

Homework

Write a brief reflection on your experience with creating a movement map. What was the most difficult part for you? Did you feel as if you were dancing? Why or why not?

Resources

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

Reeve, J. (2011). *Dance improvisations: Warm-ups, games and choreographic tasks*. Champaign, IL: Human Kinetics.

National Dance Educators Organization: www.ndeo.org

Internet keyword search: “dance improvisation,” “choreography,” “National Core Arts Standards in Dance”