

## LESSON 7: CHOREOGRAPHY PROJECT

### 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)

**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)

#### 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:

- choose a partner and the word for the final choreography project.
- begin research for the final choreography project.
- discuss ideas for dance and event performance.

### Equipment and Materials

- Large open dance space
- Paper, pens, and devices for doing research
- Bowl, hat, cookie jar, or basket filled with words written on small pieces of paper: these words should be unfamiliar or unknown to the students; they also must be emotions or states of being, such as the following:
 

• Disconsolateness	• Exhaustion	• Disconnection
• Tempestuousness	• Indignancy	• Consternation
• Insanity	• Frustration	• Confusion
• Serenity	• Acrimony	• Dread
• Flippancy	• Betrayal	• Distraction
• Agony	• Grief	• Abuse
• Jadedness	• Sassiness or sass	• Disconcertedness
• Melancholia	• Chaos	• Disturbing
• Fieriness	• Ataraxis	• Infatuation

### Introduction

*Be sure to turn in your reflections on your self-evaluation from last class. Come have a seat in a circle—we are going to talk about your final choreography project. This is a big project, and the more you put into it, the more you will get out of it. All the preparation you do will be part of your portfolio. At the end of the module, you will perform your work at our Choreography Celebration.*

## Instructional Task: Choreography Project

### ■ PRACTICE TASK

Choose a partner whom you can work well with. Ask yourself these questions:

- Do I work well with this person?
- Is this person at about the same ability level as I am?
- Will I be able to get together with this person outside of class?
- Is this person willing to work with me on costumes and props?

*Your project is to complete a study on an emotion or state of being. You will choose the emotion out of a hat and you will study that emotion. You will create movement that conveys the emotion or makes the audience feel that emotion. Here are the requirements:*

- *Your piece must be 1 1/2 to 2 minutes long without repeating.*
- *Your piece must have a designed costume. You need to make it, not just buy matching tops. Use your creativity!*
- *Your piece must be danced, not acted.*
- *Your piece must be your own.*
- *Your piece must have accompaniment that helps convey your emotion. It must be school appropriate.*
- *Your piece must include choreographic tools that you have learned.*

### Student Choices/Differentiation

- Provide the instructions as a handout or post to the school's physical education website, so students can review them easily.
- Using video, show an example from a previous year.

### What to Look For

- Students are asking good questions.
- Students seem excited about the project.

## Instructional Task: Researching Your Emotion

### ■ PRACTICE TASK

Have each duet choose a word from the hat. Record their names and read the word aloud so that everyone can hear it.

Once everyone has chosen a partner and a word, let students begin their research. Students look up their words together to see what they mean. They must think about what the emotion means to them and a time when they felt that way.

*Your first assignment for your final project is to write a paper—one paper per duet, please. You will need to collaborate. Your task is to respond to the guiding questions in paragraph form. Your responses to the questions will be part of your portfolio.*

Provide the scoring guide you will be using for the paper.

Students use the remainder of class to start on the project.

### Guiding questions for students:

- What does the dictionary say about your word?
- What is your personal definition of your word, and what is your partner's? [Provide an example: "If my word was *happiness*, my definition might be rolling down a grassy hill in the warm sunshine with butterflies."]
- Tell me a story about when you felt this emotion; include your partner's story as well. [Make sure they know that both partners need to contribute their own stories. Give them an example: "If my word was *happiness*, I felt happiness when I was chosen as the lead dancer in a production."]

- How will you tackle this word through movement? [This is tough, so give them examples: “If my word was happiness, I might do a lot of leaps and jumps and turns, and probably no floor work.”]
- What type of accompaniment will you use? [This is just to get them thinking. It could be sounds of whales, or classical music, or something by Ed Sheeran.]
- What are you thinking about for a costume? [This is also to get them thinking. Give them examples of cheap and easy costumes: “One pair of dancers wore black old-school turtlenecks with the collar all the way up, black leggings, and socks, and they safety-pinned two huge triangles of black fabric to their sleeves and sides to make wings. Their faces were white, and they had big black circles around their eyes. It was a wonderfully effective look to match their word (melancholy).”]
- Use the remainder of the class to work on the project.

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**EMBEDDED OUTCOME: S4.H4.1.2.** This project requires duets to collaborate and respect one another to be successful. Encourage them to be creative and share ideas and experiences to get started.

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### **Student Choices/Differentiation**

- Students choose their partners and work with them at their own pace.
- Students begin to create by making choices.

### **What to Look For**

- Everyone has a partner. If not, step in and help connect students.
  - Partners are sharing their thoughts and ideas.
  - Partners are actively listening to each other.
  - Watch for any students who are having trouble.
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### **Formal and Informal Assessments**

- Papers on selected emotion
- Reflections on dance performance

### **Closure**

- This is the beginning of a great project. I have such high expectations, and I am never disappointed by what students bring to perform.
- You will work on your project throughout the remainder of the module, but you will also need to do some work on this outside of class to be ready for the Choreography Celebration.
- Since much of what is in your portfolio will be related to your final project, you and your duet partner will have the same basic materials. Make an effort to find a way to individualize yours.
- In the next few classes, you will move to the spoken word. These classes may give you additional ideas for your choreography project.

### **Reflection**

- How did students respond to the assignment?
- Were they asking good questions?
- Where do they need more guidance or practice to be successful?
- Review reflections from last class. Are students using the critical discussion feedback effectively in their self-evaluations?

## Homework

- Continue to work on the paper, which is due in Lesson 9.
- Create four links in your portfolio to reflect the main sections of your paper. For example, [your emotion] in Dance; Ideas for Movement; Accompaniment; and Costumes and Props. Due Lesson 10. (Embedded outcome: S3.H2.L2)

## 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.

Online dictionary to look up selected emotion