



<p><b>Lesson Title:</b> Interpreting Dance</p>	<p style="text-align: center;"><b><u>BIG IDEA &amp; LEARNING OBJECTIVES</u></b></p> <p><b>Students will be able to analyze the movements of a dance to infer the relationship of characters and the plot.</b></p>
<p><b>Content Area &amp; Arts Discipline:</b> <i>English and Dance</i></p> <p><b>Overview of the lesson:</b> The students will analyze a dance to infer characters, setting, and plot.</p> <p><b>Grade Level:</b> 6, 7, and 8</p> <p><b>Proposed Time Frame:</b> <i>One class period (50 minutes)</i></p> <p><b>Date Lesson Created:</b> May 5, 2014</p> <p><b>Lesson Author:</b> Marley Maharrey</p> <p><b>Room Requirements &amp; Arrangement:</b> <i>Groups of four or less (an even distribution of students), individual seating would work as well.</i></p>	<p style="text-align: center;"><b><u>PROCEDURES</u></b></p> <p><b>The teacher/teaching artist will engage students (“the hook”) by</b> playing a short video of a dance (ballet, hip-hop, or another). This first video is for the teacher to model. The students will have a different video to analyze. It will be on the board and a link will be available on their school student website.</p> <p><b>The teacher/teaching artist will build knowledge by</b> presenting a slideshow on how to make inferences and summarizations. After the slides and discussion, the teacher will present vocabulary of dance related to English literature.</p> <p><b>The teacher/teaching artist will model the experience by</b> verbally analyzing the video using the dance vocabulary, frame of reference, and the inference slides for guidance.</p> <p><b>The teacher/teaching artist will guide the practice with the students by</b> providing the video link and vocabulary references for dance and inference on the website/hardcopy. The teacher will also have a template created for the students to use for inferring.</p> <p><b>The students will apply understanding by</b> filling in the inference chart and answering the summarization questions.</p> <p><b>The teacher/teaching artist will create opportunities for reflection (closing) by</b> having a discussion on the interpretations of the dance. The students will use their filled in charts as a guide.</p> <p><b>The teacher/teaching artist will assess the students’ learning by</b> listening to the discussion and later reading the charts of the inferences.</p>
<p><b>Materials/Equipment:</b> <i>Video of a dance performance. Paper. Pencil/pen. Slide of story elements.</i></p>	<p style="text-align: center;"><b><u>STANDARDS &amp; PRINCIPLES</u></b></p> <p><b>Common Core State Content Standards</b></p> <p><b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of</p>

<p><b>Resources:</b>  slideshow of inferring and summarizing, handout for slideshow and analysis, video for analysis</p>	<p>what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
<p><b>Vocabulary:</b>  frame of reference, characters, conflict, space, plot, setting, theme, energy, time, summary, inference</p>	<p><b>Dance Arts Standards</b></p> <p><b>6. Perceive and practice an appreciation for the creating, meaning, and beauty of dance.</b>  a. Demonstrate and explain how sound, music, spoken text, and costume effect movement choices and the meaning of dance.</p> <p><b>7. Build connections between living and learning through dance.</b>  d. <b>Create a movement study based on a literary connection.</b></p>
	<p><b>Principles of Universal Design for Learning</b></p> <p><b>Principle I. Provide Multiple Means of Representation:</b> Guideline 2: Provide options for language, mathematical expressions, and symbols</p> <p><b>Principle II. Provide Multiple Means of Action and Expression:</b> Provide options for executive functions</p> <p><b>Principle III. Provide Multiple Means of Engagement:</b> Provide options for recruiting interest</p>
	<p style="text-align: center;"><b><u>APPENDIX</u></b></p> <p><b>Extended Learning Activities:</b>  Using a new video clip, the students will complete the activity, “Don’t Look Back,” where they read/watch a new selection and take notes of details they feel are important. Afterwards, the students will turn their notes over and will summarize what they watched without looking back at their notes or the video clip.</p> <p><b>TIPS/FAQs:</b>  The entire assignment could be completed on the computer using Haiku/student website for reference and digitally turning the assignment in.  Students without a computer will have to have a hardcopy of the dance/inference vocabulary</p> <p><b>References:</b>  <a href="http://www.udlcenter.org/aboutudl/udlguidelines">HTTP://WWW.U DLCENTER.ORG/ABOUTUDL/UDLGUIDELINES</a></p> <p><b>Dance vocabulary:</b>  <a href="http://www.danceadts.com/edsupport/fallseason/vocabulary.htm">http://www.danceadts.com/edsupport/fallseason/vocabulary.htm</a></p> <p><b>Slideshow adapted from</b>  <a href="http://jpreszler.tie.wikispaces.net/file/view/Making+Meaning.ppt">http://jpreszler.tie.wikispaces.net/file/view/Making+Meaning.ppt</a></p> <p><b>Dance Clip:</b>  <a href="https://www.youtube.com/watch?v=BXOC5OYF_SS">HTTPS://WWW.YOUTUBE.COM/WATCH?V=BXOC5OYF_SS</a>  (West Side Story musical from Arthur Larents , 1961)</p>