

Creating Artistic Ideas: Dance

Choreographing A Theme – Grade 2



Background:

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the learning experience indicated through these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
 - These boxes also include the corresponding slide number within the Dance – Creating Artistic Ideas [Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this creating learning experience, that color is **blue surrounded by a dash-lined box**.



Overview of Learning Experience:

Students will explore how the elements of dance can be used to represent a theme. Next, students will work in small groups to brainstorm ideas for choreographing a dance phrase based on a theme. Finally, students will rehearse their dance and revise the choreography using peer feedback before participating in a final performance.



Teacher Preparation:

This learning experience should utilize what is available in your learning environment. Plan for the following:

- Review instructions and resources linked throughout this document, including the accompanying Dance – Creating Artistic Ideas Implementation PowerPoint, to prepare adequate copies and materials.
- Review the following resources to gain additional understanding prior to sharing with students:
 - [Elements of Dance: Artsville](#) (1:16) – Video
 - [Space, Time and Force](#) - Poster
 - [Exploring Movement](#) (2:45)- Video
 - [Choreography Planner](#) – Graphic Organizer
 - [Responding to the Arts: Everyday Art Foundations](#) (2:09) – Video

Creating Artistic Ideas: Dance Choreographing A Theme – Grade 2



KAS for Visual and Performing Arts Alignment:

The *KAS for Visual and Performing Arts* is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do after instruction. (*KAS for Visual and Performing Arts*, page 7).

Anchor Standards are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education (*KAS for Visual and Performing Arts*, pages 9-10).

Process Components are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. (*KAS for Visual and Performing Arts*, page 14).

This learning experience aligns to the following anchor standard and process component:

Anchor Standard 3: Refine and complete artistic work.

Process Component: Revise

Artistic Processes nurture artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on creating, which involves conceiving and developing new artistic ideas and work. (*KAS for Visual and Performing Arts*, pages 8-9).

Standards or *Performance Standards* are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. (*KAS for Visual and Performing Arts*, page 7).

The standard addressed in this learning experience is:

Standard:

DA:Cr3.1.2.a) Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

Educators may have to engage students with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following example may not encompass the entire scope of the standards identified.

Essential Questions are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently. Essential questions are specific to each standard, but consistent between each grade band.

Creating Artistic Ideas: Dance
Choreographing A Theme – Grade 2

Essential Question:

How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#).

Below are examples of a learning goal and success criteria for this learning experience:

Learning Goal:

Students will explore suggestions and make choices to change movement in a short remembered sequence.

Success Criteria:

1. I can explore suggestions and make choices to change movement.
2. I can make choices to change movement in a short remembered sequence.

The student-centered learning experience begins on the next page.

Remember: Activities for students to complete will appear in a **green, solid-line box**.

Creating Artistic Ideas: Dance

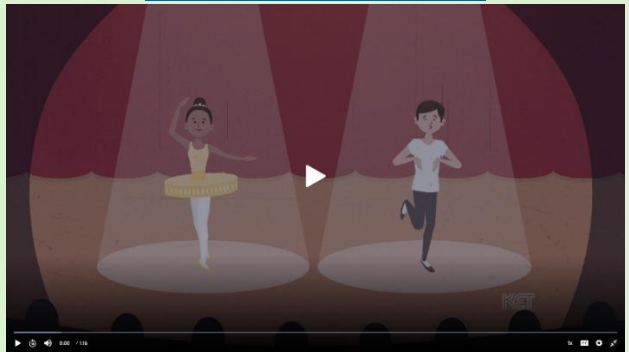
Choreographing A Theme – Grade 2



Exploring Movement:

Tell students before they choreograph their own dance sequence based on a theme (topic or idea), they will first explore a theme using the elements of dance.

This learning experience builds on students' prior knowledge of the elements of dance, but review the definition below and watch the video, [Elements of Dance: Artsville](#), to strengthen understanding:

Elements of Dance: Movement of the body using space, time and force.	<i>Student Activity: Slide 2</i> Elements of Dance: Artsville  PBS LearningMedia & KET
--	---

Check for understanding before moving on. Use the [Space, Time and Force](#) poster for additional support.

Students will now watch the video, [Exploring Movement](#), which includes two weather-related improvisations. They will watch each example twice, answering questions about theme and elements of dance after each viewing.

Rain - first viewing: allow students to watch the performance uninterrupted to identify movement that supports the theme:

Weather Example 1 – Rain - Exploring Movement 	<i>Student Activity: Slide 3</i> First Viewing Did the movement support the theme? What makes you say that?
---	---

Confirm that students have identified movement that represents 'rain' before watching the video a second time.

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8

Rain - second viewing: students will identify specific elements of dance used to portray the theme:

Weather Example 1 – Rain - Exploring Movement 	<i>Student Activity: Slide 4</i> Second Viewing How were the elements of dance used to show the theme? <i>Use examples from the video.</i>
---	--

Invite students to share their thinking using a discussion technique, such as **Think-Pair-Share**, before moving on.

Once students have had the opportunity to share, tell them they will work in small groups to watch the second video and answer questions about theme and elements of dance.

Wind - first viewing: allow students to watch the performance uninterrupted to identify movement that supports the theme:

Weather Example 2 – Wind - Exploring Movement 	<i>Student Activity: Slide 5</i> First Viewing Did the movement support the theme? What makes you say that?
---	---

Confirm that students have identified movement that represents “wind” before watching the video a second time.

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8

Wind - second viewing: students will identify specific elements of dance used to portray the theme:

<i>Student Activity: Slide 6</i> Weather Example 2 – Wind - Exploring Movement 	Second Viewing How were the elements of dance used to show the theme? <i>Use examples from the video.</i>
---	---

Invite students to share their thinking using a discussion technique, such as **Think-Pair-Share**, before moving on.

After students have had the opportunity to share, ask the following question:

<i>Student Activity: Slide 7</i> Naming an element of dance used in one of the viewed dances, How would you change that element of dance to better show the theme? Why?	
--	--

Invite students to share their thinking using a discussion technique, such as **Round Robin**, before checking for understanding.

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8



Exploring Theme:

Now that students have identified the elements of dance within performances, they will begin to explore movement based on a new weather theme.

Introduce the learning goal and first success criteria to students:

Student Activity: Slide 8

Learning Goal:

Students will explore suggestions and make choices to change movement in a short remembered sequence.

Success Criteria One:

I can explore suggestions and make choices to change movement.

Tell students they will begin by brainstorming additional weather events:

Student Activity: Slide 9

What other types of weather might you explore?

Use one of the brainstormed weather events or provide one for the entire class.

Student Activity: Slide 10

Exploring Theme

Move in a way that represents the theme.

Why did you choose that movement?

Invite students to share their movement using a discussion technique, such as **Rally Partner**.

Inform students that they will now work in two groups to explore movement based on a new weather event. Use another brainstormed weather event or provide one for the entire class.

Tell students not to share their assigned weather event with the other group. Explain that each dance begins when they enter the space and ends when all group members have exited.

Have the first group present movement that represents their given theme while the second group watches.

After the first group completes their movement, ask the following:

Student Activity: Slide 11

Viewing group: What theme did you see? What movement did they use to show the theme?

Performing group: Did they guess your theme correctly?

Invite students to share their thinking using a discussion technique, such as **Round Robin**, before moving on.

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8

Ask the viewing group the following:

Student Activity: Slide 12

What movement would you change or add to better show the theme?

Allow the class to try the movement suggestions of their peers.

Now, allow the second group to present movement that represents their given theme while the first group watches.

After the second group completes their movement, ask the following:

Student Activity: Slide 13

Viewing group: What theme did you see? What movement did they use to show the theme?

Performing group: Did they guess your theme correctly?

Invite students to share their thinking using a discussion technique, such as **Round Robin**, before moving on.

Ask the viewing group the following:

Student Activity: Slide 14

What movement would you change or add to better show the theme?

Allow the class to try the movement suggestions of their peers.

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8



Choreographing a Theme:

Now that students have explored movement based on a theme, they will develop their own choreography.

Student Activity: Slide 15

Choreography: The practice of creating a dance or a dance sequence.

Dance Sequence: A small section of a dance.

(Student-friendly adaptation of the KAS for Visual and Performing Arts, page 69)

Students will now work in groups of 3-4 to choreograph their dance sequence based on a theme.

Remind students that their dance sequence should have a clear beginning, middle and end and should incorporate the elements of dance.

Review part one of the [Choreography Planner](#) before allowing students to begin.

Student Activity: Slide 16

Choreography Planner – Part One

The form is titled "Choreography Planner" in a large, bold, black font on the left side. It features a light blue background with a dotted pattern. At the top right, there is a "Name:" label followed by a light blue rounded rectangle for the name. Below this is a "Theme:" label followed by a light blue rounded rectangle with black stars at each end. Underneath the theme box is a "Sequence:" label. Below the sequence label are three colored boxes: a purple "Beginning:" box, a yellow "Middle:" box, and a green "End:" box, connected by black arrows pointing from left to right. At the bottom, there is a label "Elements of Dance:" followed by three light blue rounded rectangles for notes. On the left side of the form, there are two sets of ellipses with a pencil icon, indicating where to write.

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8

 Informal Showing:

Now that students have choreographed their dance, it is time to showcase it. This is the part of the rehearsal process where students will receive feedback to revise their dance sequence. First, remind students of the learning goal and introduce the second success criteria:

Student Activity: Slide 17

Learning Goal:

Students will explore suggestions and make choices to change movement in a short remembered sequence.

Success Criteria Two:

I can make choices to change movement in a short remembered sequence.

To prepare students for the transition from performer to audience member, share the video [Responding to Art: Everyday Art Foundations](#) and the viewing guide to gain foundational understanding of the artistic process of responding:

Student Activity: Slides 18 - 19

Responding to Art

While Viewing

Pay attention to the three main strategies for responding to art as they appear onscreen, noticing, analyzing, and evaluating, and the different questions you can ask yourself for each.

After Viewing

Reflect on what you learned in the video.

1. Can you think of a time that you really liked a picture or a song or other work of art and told somebody else that you liked it? Did you tell them what you liked about it?
2. Everybody has different tastes when it comes to art. Have you heard a song or watched a movie that you didn't really like? Without saying it was bad, how would you tell someone why it wasn't right for you? Can you think of any good things about it even though it wasn't your favorite?

Before introducing the first group, remind students of basic audience etiquette, such as focusing on the performers, limiting distractions and remaining quiet. Encourage students to applaud to show their appreciation. Also remind students to use constructive and kind words in their feedback.

1. Have a group perform their dance for the class.
2. Instruct students to identify their “two stars and a wish” for the performance. (outlined below):

Student Activity: Slide 20

Audience Feedback: Two Stars and a Wish

What are one to two things, or “stars” (elements that worked well) in the performance? Why?

What is one “wish” (an element you would recommend changing) about the performance? Why?

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8

3. After the dance has been performed, invite students to share one piece of feedback by asking “who has a star, or “who has a wish for this dance”. Encourage students to give examples from the performance to support their feedback.
4. Repeat the steps outlined above for each group in the Dance Showcase.

Once all groups have received feedback from their peers, students will complete part two of the [Choreography Planner](#):

Student Activity: Slide 21

Choreography Planner – Part Two

...

Choreography Reflection

...

★ **What did you change?**

★ **Why or Why not?**

★ **How did your revisions impact your dance sequence?**

After completing revisions, allow students to continue practicing their dance sequence for the final performance.

DA:Cr3.1.2.a

 Kentucky Department of
EDUCATION

11

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8

 Final Showing:

Students will now participate as dance critics as they respond to their classmates' revised choreography in a final Dance Showcase.

Before introducing the first group, remind students of basic audience etiquette such as focusing on the performers, limiting distractions and remaining quiet. Encourage students to applaud to show their appreciation. Also, remind students to use constructive and kind words in their feedback.

After each performance, allow students to reflect on the original choreography of the finalized performance. Ask the class the following questions:

Student Activity: Slide 22

What changed in the choreography?

How did it impact the dance?

 Student Reflection:

After students have compared the original choreography to the final performance, remind them of the learning goal and success criteria for this learning experience:

Student Activity: Slide 23

Learning Goal:

Students will explore suggestions and make choices to change movement in a short remembered sequence.

Success Criteria:

1. I can explore suggestions and make choices to change movement.
2. I can make choices to change movement in a short remembered sequence.

Now, invite students to reflect on the following questions:

Student Activity: Slide 24

Student Reflection Questions:

- What was the most exciting part of this learning experience?
- Which choreography/movement did you connect to most? Why?
- How did feedback from others change the quality of your dance?

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8



Teacher Reflection:

For teacher reflection, consider these questions:

Teacher Reflection Questions:

- What did the students respond to the most enthusiastically in this learning experience?
- What are some of the challenges they faced? How can they be addressed?
- What are the comfort levels of the students in using movement and choreography? How can more opportunities be provided to use movement?
- How can you embed more opportunities for students to reflect and revise during the creative process?



Wrap Up:

You can revisit this learning experience using various themes to give students multiple opportunities to choreograph and revise dance sequences. Continue to provide your students with movement experiences and exposure to multiple dance genres and styles.

Creating Artistic Ideas: Dance
Choreographing Theme – Grade 8

Scaffolding Connection to Support the Enduring Understanding

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for dance.

***Enduring Understandings** summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.*

Enduring Understanding:

Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, Elements of Dance, dance technique, dance structure and context.

Middle School – DA:Cr3.1.8.a (Grade 8)

Refining Choreography: Reflecting on Choreography

Students will explore how the elements of dance can be used to represent a theme. Next, students will work individually to choreograph a dance phrase based on a theme. Finally, students will rehearse their dance and revise the choreography using self-reflection and critique of recorded rehearsal before participating in a final performance.

High School – DA:Cr3.1.Acc.a (Accomplished)

Refining Choreography: Choreographing for Others

Students will explore how choreographic devices and dance structures can be used to represent a theme. Next, students will work individually to choreograph a dance phrase based on a theme to be learned and performed by someone else. Finally, students will rehearse and coach their choreography with another dancer. They will revise the choreography using feedback and input from the dancer before participating in a final performance.

Find additional interactive resources in the [Visual and Performing Arts Interactive Student Assignment Library](#).