

Grade 8 Dance World on Fire Unit Overview

<p>Context: In this unit, students will use the elements of dance to communicate a message about a social justice issue. Through guided exploration and small group choreography students will learn how dance can be used to communicate a message.</p>	<p>Summary: In this unit, students will use social justice issues as a stimulus for dance. Through movement activities, students will explore power in relationships and how the elements of dance can be used to communicate. In small groups, students will create a dance piece about a chosen social justice issue, using flocking to help convey their message. Students will have a chance to receive peer and teacher feedback and then use that feedback to rework their dance piece prior to the final performance.</p>
<p>Overall Expectations A1. Creating and Presenting: apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas A2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</p>	<p>Unit Guiding Questions How can the elements of dance and choreographic forms be used to communicate a message about social justice?</p> <p>Lesson Guiding Questions</p> <p>Lesson 1 - Exploring Global Issues What are the elements of dance? How can the elements of dance be used to convey an idea? What global issues are important to us?</p> <p>Lesson 2 - Power in Relationships How can the element of relationship be used to demonstrate power (and victimization)?</p> <p>Lesson 3 – Responding to an Issue through Dance How can the elements of dance be combined to communicate an intended message? How can flocking be used to enhance the message of a dance piece</p> <p>Lesson 4 – Sharing Works in Progress Why is it important to give feedback during the creative process? How can we use peer feedback to improve a dance piece?</p> <p>Lesson 5 – Culminating Task: A Dance Piece about a Social Justice Issue How can peer and teacher feedback be used to guide the revision process? How can dance make a statement about social justice issues?</p>

Assessment and Evaluation: How will students demonstrate their learning?

Assessment of learning	<p>Culminating Performance Task The creative process and the final dance piece will be evaluated using a rubric</p>
Assessment for Learning	<p>Lesson 1/Checkpoint #1 Observation Discussion</p> <p>Lesson 2/Checkpoint #2 Observation Discussion</p> <p>Lesson 3/Checkpoint #3 Side-coaching Observation Discussion</p>

<p>Lesson 4/Checkpoint #4 Peer feedback Teacher feedback</p> <p>Lesson 5/Checkpoint #5 Side-coaching Reflection</p>

Unit Lessons: How will assessment and instruction be organized for learning?		Approx. Duration 1 class= 50 minutes
Lesson 1	Exploring Global Issues Students brainstorm and discuss a variety of global issues that will later become the stimulus for dance.	1 class
Lesson 2	Power in Relationships Students will use mirroring and the Magic Hand activities to explore power in relationships. They will explore how their participation in these movement activities links to the role of power in global issues and how power can be communicated through movement.	1 class
Lesson 3	Responding to an Issue through Dance Students will choose one of the global issues brainstormed and use it as a stimulus for creating a dance piece.	2 classes
Lesson 4	Sharing Works in Progress Students will share their works in progress and, based on peer a teacher feedback, devise a plan on how they will refine their dance piece prior to evaluation.	1-2 classes
Lesson 5	Culminating Task: A Dance Piece about a Social Justice Issue Students will revise and refine their dance piece and present it for evaluation.	1-2 classes

World on Fire Lesson 1 - Exploring Global Issues		Grade 8 Dance
Critical Learning	Guiding Questions	
Body, space, time, energy and relationship are the building blocks of dance and they can be used to communicated an idea in dance.	What are the elements of dance? How can the elements of dance be used to convey an idea? What global issues are important to us?	
Curriculum Expectations	Learning Goals	
<p>A1. Creating and Presenting: apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas</p> <p>A1.1 create dance pieces to respond to issues that are personally meaningful to them</p> <p>A1.2 use dance as a language to communicate messages about themes of social justice and/or environmental health</p>	<p style="text-align: center;">Learning Goals (Unpacked Expectations)</p> At the end of this lesson, students will be able to: <ul style="list-style-type: none"> • discuss a variety of global issues • convey a feeling or idea about a global issue through dance 	
Instructional Components		
<p>Readiness Students should have some previous experience with the elements of dance. If students have no previous experience with the elements of dance, consider doing some work on the elements before beginning this unit. See "Take Five" Of "Creating a Word Wall" activities from Think Literacy: Drama and Dance (See hyperlinks)</p> <p>Terminology Bodystorming Elements of Dance Body Space Time Energy Relationship Graffiti</p>	<p>Materials Chart paper, coloured markers</p> <p>BLMs BLM #1 Bodystorming with the Elements of Dance</p>	

World on Fire		Grade 8 Dance
Lesson 1 - Exploring Global Issues		
Minds On	Approximately 15 minutes	Pause and Ponder
<p>Whole Class > Bodystorming Lead the class through a review of the <u>elements of dance</u> (<u>body, space, time, energy and relationship</u>). You may want to post these elements on the board so that students may refer to them throughout the unit. Ask students to find a space in the room where they will have some space to move. Lead them through a physical exploration of the elements of dance. Prompt: <i>Demonstrate a locomotor movement (e.g. walking, crawling, skipping). Change direction, change your level. Can you do it in slow motion? Can you go from faster to slower? Can you change the quality of the movement? (erratic, smooth)</i> For further direction on how to lead the students through the bodystorming see BLM #1.</p>		<p>Assessment for Learning (AFL) Observe students' understanding of the elements of dance. If students are struggling, provide further opportunities for them to explore the elements of dance before continuing with the lesson.</p> <p>Differentiation (DI) Students may use words or images to convey their responses in the graffiti</p>
Action!	Approximately 30 minutes	
<p>Whole Class > Brainstorming As a class, brainstorm a list of global issues (e.g homelessness, poverty, racism, bullying, heterosexism, the rights of the First Nations, Metis and Inuit Peoples etc). Depending on your students, you may need to spend time discussing these issues and/or doing some follow up research to ensure that they have an understanding of the issues.</p> <p>Small Group> Graffiti Activity Put students into groups of five and give each group a piece of chart paper and five markers of the same colour. Ask each group to select one global issue and write their issue in the centre of the paper. Ensure that each group selects a different global issue. Give students five minutes to brainstorm everything they can about their issue. At the end of the five minutes, students take their marker and rotate to the next paper. Having the students rotate (as opposed rotating the papers and having the students stay stationary), gives students the opportunity to get up and move during the lesson. For further information about the Graffiti Strategy refer to the Think Literacy document (see Hyperlinks). Continue until groups have had a chance to write on each paper.</p> <p>Small Group > Reporting Instruct each group to return to their original chart paper and reread all of the comments that have been made. Give the groups 5 minutes to make connections between what was said and highlight any comments that appeared often or that they found interesting. Ask each group to choose a reporter to give a brief summary of what was said about their issue to the class.</p>		<p>Quick Tip You may also want to have students post their chart papers around the room and have students do a gallery walk to see what has been written on all the pages. Students could add additional comments or make connections between existing comments.</p> <p>Hyperlinks in the Lesson Think Literacy Drama and Dance http://www.code.on.ca/resources/Documents/finaldramadance.pdf Think Literacy: Cross Curricular Approaches Grades 7-12 http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/</p>
Consolidation	Approximately 10 minutes	
<p>Whole Class > Bodystorming Words from the Graffiti Lead the class through a guided improvisation based on words from the word wall. Ask each student to select on word, idea or phrase from the graffiti activity and find a space somewhere in the room. Have students explore how they can communicate this word, idea or phrase through movement. Prompt: <i>How could we create a dance sequence based on what was discussed in class? What elements of dance should we use to best represent social issues? How do we use these elements? (e.g.: if a student was trying to show the idea of devastation, she/he may choose to start at a high level and slowly crumple to the floor).</i> Once students have had a chance to bodystorm, have half the class freeze and half the class share their bodystorming, then switch roles.</p>		

World on Fire Grade 8 Dance Lesson 2 - Power in Relationships	
Critical Learning	Guiding Questions
In every situation, someone is in power. These power relationships can be explored through movement.	How can the element of relationship be used to demonstrate power (and victimization)?
Curriculum Expectations	Learning Goals
<p>A1. Creating and Presenting: apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas</p> <p>A1.2 use dance as a language to communicate messages about themes of social justice and/or environmental health</p> <p>A2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</p> <p>A2.1 construct personal and/or group interpretations of the themes in their own and others' dance piece</p> <p>A2.2 analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and choreographic forms used in them</p>	<p style="text-align: center;">Learning Goals (Unpacked Expectations)</p> <p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • analyse dance to determine how the elements of dance were used to communicate a message • use movement to explore the theme of power and control
Instructional Components	
<p>Readiness</p> <p>Students should be familiar with the elements of dance. They should also have some experience working and moving in pairs and small groups.</p> <p>Terminology</p> <p>Elements of dance Mirroring Magic hand</p>	<p>Materials</p> <p>Music for movement (optional) See: http://www.gatofuentes.com/ourcds/default</p>

World on Fire		Grade 8 Dance
Lesson 2 - Power in Relationships		
Minds On	Approximately 15 minutes	Pause and Ponder
<p>Whole Class > Analyzing Video Show students a variety of dances that communicate messages about global issues. (See hyperlinks for suggested sources). Key Questions for Discussion: <i>How did you know what the dance was about?</i> <i>How did the dancers use the <u>elements of dance</u> to communicate their message? (e.g. they used strong movements to show they were angry, they dance together to show their dependence on one another etc)</i> <i>Was there a particular element or movement that was used that really resonated with you?</i> <i>How did the use of props, costumes, lighting or music help to add to the overall message of the dance piece?</i> Ask for volunteers to share their ideas with the class.</p>		<p>Assessment for Learning (AfL) Teacher observation-how well do the students work with a partner, how comfortable are they with movement?</p> <p>Assessment as Learning (AaL) Have students identify which elements they are most comfortable working with and which ones provide the greatest challenge</p> <p>Differentiation (DI) You may wish to use a variety of graphic organizers to help students analyze the video</p>
Action!	Approximately 20 minutes	
<p>Pairs > Mirroring Activity Assign students a partner and ask them to face each other. Ask the pairs to label themselves A and B. Explain that A is the leader and B is the mirror. A is to create big, slow movements and B should copy the movements. The goal of the activity is that an outside person would not be able to tell who is the leader and who is the mirror. Coach students to do this silently and try and maintain eye contact as much as possible. After a few minutes, instruct the students to switch roles. A now becomes the mirror and B is the leader.</p> <p>Whole Class/Pairs > Magic Hand Stand at the front of the class and ask the students to face you. Hold one hand in front of you, palm facing the students and explain that this is the magic hand and whatever you do with your hand students will do with their bodies (e.g. if you tilt your hand, students will tilt their bodies). Go through a few examples of the students following your hand and then ask them to return to their original partner and face each other. Instruct A to become the Magic Hand and B to be the follower. After a few minutes, ask the students to switch roles.</p>		<p>Quick Tip Play instrumental music in the background while students are doing the mirroring and Magic Hand activities.</p> <p>Link and Layer Relate back to the elements. As the leader, what elements did you use to show power or dominance?</p> <p>Hyperlinks in the Lesson Videos that demonstrate dance communicating a message: So You Thin You Can Dance-Mia Michael's Addiction http://www.youtube.com/watch?v=sC-pMWqAWd8 So You Think You Can Dance: Fallin' http://www.youtube.com/watch?v=UoVLoSJDR0 Wildfire: Racism http://www.youtube.com/watch?v=N0X7TX2pT74&feature=related Wildfire: Drug Dance http://www.youtube.com/watch?v=CHw4KgWJOA0</p>
Consolidation	Approximately 15 minutes	
<p>Whole Class > Debrief Debrief the experience with the students. Try and focus the conversation around power and how it felt to be in the role of the "leader" vs. the role of the "follower". Key Questions for Discussion: <i>How did it feel to be the leader/follower in the mirroring activity? (Sample answers might include: it was the same whether you were the leader or follower because the leader had to do the same movements the follower did)</i> <i>How was it different when you switched to the magic hand activity? (Sample answers might include: when students had the chance to be the magic hand, they could make their partner do more challenging moves because they themselves didn't have to do the movements)</i> <i>How did it feel to be the leader?</i> <i>How did it feel to be the follower?</i> <i>How does this related to our global issues brainstormed in the previous lesson?</i> The goal of the debrief is to help students understand that power exists in all relationships and often that power can be abused (they same way they might have made their partner do a really difficult movement because they were in control). As much as possible, try and link the discussion back to the global issues brainstormed in lesson 1 and help students understand that they are issues because of an imbalance of power. (Whether it's economic, social, political power etc)</p>		

World on Fire Lesson 3 - Responding to an Issue through Dance		Grade 8 Dance
Critical Learning	Guiding Questions	
Dance can be used to communicate feelings and ideas about global issues.	How can the elements of dance be combined to communicate an intended message? How can flocking be used to enhance the message of a dance piece?	
Curriculum Expectations	Learning Goals	
<p>A1. Creating and Presenting: apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas</p> <p>A1.1 create dance pieces to respond to issues that are personally meaningful to them</p> <p>A1.2 use dance as a language to communicate messages about themes of social justice and/or environmental health</p>	<p style="text-align: center;">Learning Goals (Unpacked Expectations)</p> <p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • use an issue as a stimulus for dance • create a short dance piece • use flocking to help sequence their movements 	
Instructional Components		
<p>Readiness Students should have a solid understanding of the elements of dance and be able to work and perform in small groups.</p> <p>Terminology Flocking Phrase Movement sequence/dance sequence Stimulus</p>	<p>Materials Music for movement (optional) See: http://www.gatofuentes.com/ourcnds/default</p> <p>BLMs BLM #2 Rubric</p>	

Consolidation	Approximately 10 minutes
<p>Whole Class > Sharing Have half the class freeze, while the other half shares their dance piece. Switch roles.</p>	

World on Fire Grade 8 Dance	
Lesson 4 - Sharing Works in Progress	
Critical Learning	Guiding Questions
Feedback is an essential part of the creative process as it helps us to refine our work and make our message clearer for the audience.	Why is it important to give feedback during the creative process? How can we use peer feedback to improve a dance piece?
Curriculum Expectations	Learning Goals
<p>A1. Creating and Presenting: apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas</p> <p>A2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</p> <p>A2.2 analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and choreographic forms used in them</p>	<p style="text-align: center;">Learning Goals (Unpacked Expectations)</p> <p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify why feedback is important • give and receive peer feedback • create a plan to implement the feedback
Instructional Components	
<p>Readiness Students should be comfortable presenting in front of their peers and should be able to use vocabulary associated with the elements of dance.</p> <p>Terminology Creative process Body Space Time Energy Relationship</p>	<p>Materials Music for movement (optional) See: http://www.gatofuentes.com/ourcnds/default</p>

World on Fire		Grade 8 Dance
Lesson 4 - Sharing Works in Progress		
Minds On	Approximately 10 minutes	Pause and Ponder
<p>Whole Class > Dress Rehearsal Give students a few minutes to review their dance piece with their group. Ask students to remain in the space they were rehearsing in, count down from 3 and have all groups rehearse their dance piece through at the same time. When each group is finished their dance piece have them freeze in place.</p>		<p>Assessment for Learning (AFL) As groups present, you (and the class) can give feedback to each group.</p> <p>Assessment as Learning (AaL) Have students reflect in their dance journals about the creative process- what aspects they enjoyed and what they found challenging. They can also do a self assessment of what they would like to improve in their dance piece.</p> <p>Quick Tip If students are presenting to music, ensure that they have been practising with the music prior to performance.</p> <p>Link and Layer Coach students to use dance vocabulary when commenting on others' dance pieces.</p>
Action!	Approximately 30-45 minutes	
<p>Whole Class > Sharing Works in Progress One at a time, have students share their dance pieces. It may be beneficial to have students present in the space they have been working in. After each group presents, facilitate peer feedback. Remind students to refer to the criteria when giving their feedback. As much as possible, coach students to use dance vocabulary. Wherever possible, link the feedback to the rubric that will be used to evaluate students. (See BLM #2)</p> <p>Key Questions for Discussion: <i>What global issue was this group trying to convey? How did you know?</i> <i>what elements of dance did they use to help convey their message? (e.g.: they used high levels to show power, the used unison movements to show unity, they used sharp, strong movements to show conflict)</i> <i>Was there any part of the dance piece that was unclear?</i> <i>How could they change or adjust their movements to make what they are trying to convey clearer?</i></p>		
Consolidation	Approximately 10 minutes	
<p>Small Group > Planning the Revisions Ask students to find a place to meet with their group and review the peer feedback they were given after their performance. Direct students to come up with a plan of what they would like to revise next day. Remind them to keep it simple and focus on one or two things they can work to improve. Assign one student the task of recorder and ask him/her to record the groups ideas so they have a written plan of what they will do next day.</p>		

World on Fire Grade 8 Dance	
Lesson 5 - Culminating Task: A Dance Piece about a Social Justice Issue	
Critical Learning	Guiding Questions
Using peer and teacher feedback will improve the dance piece. Dance can be a powerful tool to communicate a message about social justice	How can peer and teacher feedback be used to guide the revision process? How can dance make a statement about social justice issues?
Curriculum Expectations	Learning Goals
<p>A1. Creating and Presenting: apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas</p> <p>A2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</p>	<p style="text-align: center;">Learning Goals (Unpacked Expectations)</p> <p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • revise and refine their work based on peer and teacher feedback • present a dance piece about a social justice issue
Instructional Components	
<p>Readiness Students should be comfortable presenting in front of their peers and should have some experience using peer and teacher feedback to revise their work.</p> <p>Terminology Body Space Time Energy Relationship Criteria</p>	<p>Materials Dance journals/exit cards</p> <p>BLMs BLM #2 Rubric</p>

World on Fire Grade 8 Dance		
Lesson 5 - Culminating Task: A Dance Piece about a Social Justice Issue		
Minds On	Approximately 20 minutes	
<p>Whole Class > Revisiting the Criteria Remind students of the criteria for success as outlined in the rubric (See BLM #2). Project a copy of the rubric using an LCD projector or post a hard copy of the rubric in the room for student reference.</p>	<p style="text-align: center;">Pause and Ponder</p> <p>Assessment for Learning (AFL) While students are preparing to present, circulate and side coach students as necessary to ensure that they are able to rework their piece using the suggestions given.</p> <p>Assessment as Learning (AaL) Student reflections at the end of the unit. Student use of feedback to revise and refine their dance pieces.</p> <p>Assessment of Learning (AoL) Final evaluation of the dance pieces will be done with a rubric (See BLM #2). Note that the rubric includes evaluation not only of the final dance piece, but also the various stages of the creative process. This is ensure that consideration is given to all aspects of the students' work and not just the final dance piece.</p> <p>Quick Tip If students are presenting to music, ensure that they have been practising with the music prior to performance.</p> <p>Hyperlinks in the Lesson CODE resource on audience etiquette</p>	
Action!		Approximately 30 minutes
<p>Small Group > Revising and Refining their Dance Pieces Give students time to revise their dance pieces based on the peer and teacher feedback the received during the previous class. Circulate and side coach as necessary.</p> <p>Whole Class > Sharing of Dance Pieces Remind students of appropriate audience etiquette. One at a time, ask groups to share their final dance pieces. Remind students to share the issue that was the stimulus for their dance before they begin their presentation. It may be helpful to give students a countdown to signal when it is time for them to begin (e.g. 5, 6, 7, 8)</p>		
Consolidation	Approximately 5-10 minutes	
<p>Individual > Reflection The student reflection could be done in a dance journal or as an exit card. Ask students to answer the following questions: <i>What was the issue you selected as a stimulus?</i> <i>How did you use the elements of dance to communicate that issue? (Pick 2-3 examples from the choreography)</i> <i>What did you find the most challenging about the creative process? Why?</i> <i>What would you do differently next time? Why?</i></p>		