

Jennifer Landa – Advanced Dance
 Ridgewood High School – 2010-2011 – Week of 3/7/11
 One Semester Course – Pearls Project Unit- Limited Physicality Study

Objective:

- Students will be exposed to handicapped dance
- Students will be able to create movement using limited physicality
- Students will be able to create a short dance study using a limited movement vocabulary
- Students will be able to recognize the beauty and power in dance with limited physical capability

Duration: 4 Class periods

Materials: Music, Props as necessary, Mirror, Video

Procedure:

- Intro – Students are exposed to the idea of handicapped dance
 - Students view video of different handicapped dance – dancers in wheelchairs, dancers with missing limbs, deaf dancers, etc.
 - Students reflect on what they have seen
- Body – Students create movement with limited physicality
 - Students create a movement vocabulary within a physical limitation
 - Students are paired up to create a duet using their limitation and vocabulary
 - Students perform duets
- Finish - Students and teacher give feedback on performance of duets. Students reflect on the beauty of this type of dance and what it means to have a physical handicap.

Student Outcomes/Assessment: By the end of the lesson the students will have created a duet study using limited physicality. They will be able to create choreography for students with limited physical ability and they will be able to use a limited movement vocabulary to create dance. They will be assessed through verbal and written feedback, both self assessed and teacher assessed.

NJ Core Content Standards covered in lesson:

1.1A – Creative Process	X
1.2A – History of Arts & Culture	
1.3A – Performance	X
1.4A – Aesthetic Responses	X
1.4B – Critique	X
2.1A – Wellness; Personal Growth	X
2.1B – Wellness; Nutrition	
2.5A – Motor Skills & Concepts	X
2.5B – Motor Skills; Strategy	X
8.1A – Technology; Operation & Concepts	
8.1E – Technology; Research & Information Literacy	

Jennifer Landa – Advanced Dance
Ridgewood High School – 2010-2011 – Week of 3/14/11
One Semester Course – Pearls Project Unit- Poem Study

Objective:

- Students will be introduced to the idea of using text in dance
- Students will be able to create movement from text
- Students will be able to create a short dance study illuminating a text

Duration: 4 Class periods

Materials: Music, Mirror, Poems and Graphic Depiction of Poems created by Pearls Project

Procedure:

- Intro – Students are exposed to the idea of using text to create dance
 - Students view video of various dance pieces incorporating text in different manners
 - Students reflect on what they have seen
- Body – Students create a short dance study from a particular text
 - Students create a movement vocabulary from their text
 - Students create a solo piece designed to bring their text to life
 - Students perform solos
- Finish - Students and teacher give feedback on performance. Students reflect on the use of text in dance.

Student Outcomes/Assessment: By the end of the lesson the students will have created and performed a solo study illuminating a text source. They will be assessed through verbal and written feedback, both self assessed and teacher assessed.

NJ Core Content Standards covered in lesson:

1.1A – Creative Process	X
1.2A – History of Arts & Culture	
1.3A – Performance	X
1.4A – Aesthetic Responses	X
1.4B – Critique	X
2.1A – Wellness; Personal Growth	X
2.1B – Wellness; Nutrition	
2.5A – Motor Skills & Concepts	X
2.5B – Motor Skills; Strategy	X
8.1A – Technology; Operation & Concepts	
8.1E – Technology; Research & Information Literacy	

Jennifer Landa – Advanced Dance
 Ridgewood High School – 2010-2011 – Week of 3/21/11
 One Semester Course – Pearls Project Unit- Portrait Study

Objective:

- Students will be introduced to the idea of creating a character study
- Students will be able to create movement from a portrait which illuminates a character
- Students will be able to create a short dance study bringing a character from a portrait to life

Duration: 4 Class periods

Materials: Music, Mirror, Video, Portraits including those created by Pearls Project

Procedure:

- Intro – Students are exposed to the idea of creating dance from a character point of view
 - Students view video of various dance pieces incorporating characters in both a narrative and non-narrative structure
 - Students reflect on what they have seen
- Body – Students create a short dance study from a portrait
 - Students create a movement vocabulary designed to bring a character to life
 - Students create a trio dance study which incorporates their characters
 - Students perform trios
- Finish - Students and teacher give feedback on performance. Students reflect on the use of characters in dance and the use of portraits to flesh out these characters.

Student Outcomes/Assessment: By the end of the lesson the students will have created and performed a trio study bringing a portrait character to life. They will be assessed through verbal and written feedback, both self assessed and teacher assessed.

NJ Core Content Standards covered in lesson:

1.1A – Creative Process	X
1.2A – History of Arts & Culture	X
1.3A – Performance	X
1.4A – Aesthetic Responses	X
1.4B – Critique	X
2.1A – Wellness; Personal Growth	X
2.1B – Wellness; Nutrition	
2.5A – Motor Skills & Concepts	X
2.5B – Motor Skills; Strategy	X
8.1A – Technology; Operation & Concepts	
8.1E – Technology; Research & Information Literacy	

Jennifer Landa – Advanced Dance
Ridgewood High School – 2010-2011 – 4/4/11-5/31/11
One Semester Course – Pearls Unit – Solo Portrait Study

Objective:

- Students will be able to create a solo dance from the following prompt: Create a portrait in dance that expresses personality of subject and evokes emotional and/or psychological qualities and incorporates physicality of subject. They will be able to craft a movement vocabulary into a complete compositional study.
- Students will be able to communicate effectively through blogs and journal writings with their Pearls participant.
- Students will learn and prepare a solo piece for performance at the Spring Dance Concert

Duration: Seven weeks

Materials: Pearls blogs, Positive Exposure website, journals, music, video

Procedure:

- Intro – Students are introduced to the concept of creating a solo dance based on their ongoing relationship with their Pearls participant. They join the ning, read the blogs on the Pearls website, and choose a student with whom they are interested in interacting.
 - Week 1 – 4/4/11 – Students begin a communication with a Pearls participant. They also create movement material for a solo portrait study of themselves, asking questions about what is beauty.
- Body – Class creates solo portrait studies for the Spring Dance Concert and cultivates their relationships with the Pearls participants.
 - Week 2 – 4/18/11 – Students continue their communication with their Pearls participants, reading their blog and sending them questions. They select music for their studies. They work on developing their movement vocabulary based on their communications with the Pearls participants.
 - Week 3 – 5/9/11 – Students continue their Pearls communications and create their solos.
 - Week 4 – 5/16/11 – Students finalize the choreography for their solos.
 - Week 5 – 5/23/11 – Students continue to clean and edit solos.
 - Week 6 – 5/31/11 – Students add costumes and run solos on stage.
- Finish – Students perform their solos and display their supporting material in the Spring Dance Concert on May 31, 2011.

Student Outcomes/Assessment: By the end of the lesson the students will have created a solo dance based on a portrait of their Pearls participant. They will have developed a relationship with their Pearls participant through blog

posts, videos, and pictures. They will understand how to create a solo choreographic structure. They will be provided verbal feedback during in class rehearsals, and receive weekly grades for participation and commitment. In addition, they will be graded on their performance at the Spring Dance Concert.

NJ Core Content Standards covered in lesson:

1.1A – Creative Process	X
1.2A – History of Arts & Culture	X
1.3A – Performance	X
1.4A – Aesthetic Responses	X
1.4B – Critique	X
2.1A – Wellness; Personal Growth	X
2.1B – Wellness; Nutrition	X
2.5A – Motor Skills & Concepts	X
2.5B – Motor Skills; Strategy	X
8.1A – Technology; Operation & Concepts	X
8.1E – Technology; Research & Information Literacy	X

Jennifer Landa – Advanced Dance
Ridgewood High School – 2010-2011 – 4/4/11-5/31/11
One Semester Course – Pearls Unit – Group Piece

Objective:

- Students will be able to create a movement vocabulary from the concept of asking a question (What is beauty? Who am I?). They will be able to craft that vocabulary into a complete compositional study.
- Students will be able to use the concept of theme and variation to bring their solo studies together in a larger context, creating a group dance from the solo material.
- Students will learn and prepare a group dance for performance at the Spring Dance Concert

Duration: Seven weeks

Materials: Pearls blogs, Positive Exposure website, journals, music, video

Procedure:

- Intro – Students are introduced to the concept of creating a group piece from individual solo studies and how it connects to their Pearls work.
 - Week 1 – 4/4/11 – Students continue their communication with a student from their earlier Pearls studies. They also create movement material for a solo portrait study of themselves, asking questions about what is beauty.
- Body – Class creates the dance for the Spring Dance Concert and cultivates their relationships with the Pearls participants.
 - Week 2 – 4/18/11 – Students continue their communication with their Pearls participants, reading their blog and sending them questions. They also finalize their solo portrait studies of themselves and begin to mold them into a full group piece.
 - Week 3 – 5/9/11 – Students continue their Pearls communications. The class finalizes the group dance and discusses important overarching themes of empathy, unity, and communication in the dance.
 - Week 4 – 5/16/11 – Students continue their Pearls communications. The class continues to rehearse the group dance using video as a tool – they view the video and assess the work.
 - Week 5 – 5/23/11 – Students continue to run piece and clean group piece.
 - Week 6 – 5/31/11 – Students add costumes and run piece on stage.
- Finish – Students perform the piece in the Spring Dance Concert on May 31, 2011.

Student Outcomes/Assessment: By the end of the lesson the students will have created a group dance piece from their solo studies. They will ask

questions about beauty and personality and incorporate these ideas into a movement vocabulary. They will understand how a dance compositional structure can develop from solo material. They will understand how an overarching theme and variation can be an integral part of creating a choreographic structure. They will be provided verbal feedback during in class rehearsals, and receive weekly grades for participation and commitment. In addition, they will be graded on their performance at the Spring Dance Concert.

NJ Core Content Standards covered in lesson:

1.1A – Creative Process	X
1.2A – History of Arts & Culture	
1.3A – Performance	X
1.4A – Aesthetic Responses	X
1.4B – Critique	X
2.1A – Wellness; Personal Growth	X
2.1B – Wellness; Nutrition	
2.5A – Motor Skills & Concepts	X
2.5B – Motor Skills; Strategy	X
8.1A – Technology; Operation & Concepts	X
8.1E – Technology; Research & Information Literacy	X