

	<h2 style="text-align: center;">Dance Literacy-Main Idea and Personal Response.</h2> <h3 style="text-align: center;">Grades 3-5</h3> <p style="text-align: center;"><i>This lesson will help students identify and communicate the main idea and communicate their personal response.</i></p>
Lesson Objective(s):	Student Friendly Standard Learning Statement(s): <ul style="list-style-type: none"> • I am learning to explain how the movements in a dance communicate the main idea. • I am learning to relate the movements, ideas and context to interpret (clarify) the movement's meaning using basic dance terminology. • I am learning to examine and compare dance elements that bring out a specific personal response. • I am learning to investigate the dance literacy skills of dance observation and writing.
Arts Standard(s):	<p>Artistic Process: Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <ul style="list-style-type: none"> ○ (DA.RE.8.4a.) - Explain how the movements in a dance communicate the main idea (e.g., verbally, in writing, visually). Relate movements, ideas, and context to interpret their meaning using basic dance terminology. <p>Artistic Process: Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <ul style="list-style-type: none"> ○ (DA.CN.10.4a.) - Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences. <p>Artistic Process: Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <ul style="list-style-type: none"> ○ (DA.CN.11.4a) – Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in your learning.
Essential Question(s):	<p><i>How is dance interpreted?</i></p> <p><i>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</i></p> <p><i>How does knowing about societal, cultural, historical and community experiences expand dance literacy?</i></p>
Vocabulary:	<p>NCCAS:</p> <p>Dance elements: <i>the key components of movement; movement of the body using space, time, energy.</i></p> <p>Dance Terminology: <i>vocabulary used to describe dance and dance experiences.</i></p>

	<p>Dance Literacy: <i>the total experience of dance learning that includes the doing and knowing about dance.</i></p>									
<p>Lesson Procedure: <i>(Approx. Duration)-2 or 3 classes.</i></p>	<p>In previous classes, students in small groups created a story and discussed main idea and having a beginning, middle and end. In this class, students are going to create a short dance based on their story. You can also choose a story being studied in class. While this class does address Creating and Performing, the focus will be on Connecting and Responding.</p> <ol style="list-style-type: none"> 1. Warmup: Whole group: Give each student a turn to lead the other students in a movement. 2. Explore responding and mirroring movements. Students find a partner. Each partner leads movements while their partner mirrors them. Switch leaders. 3. Practice skills: In small groups, students will discuss movement ideas from their story. Practice those movements. 4. Creating: In their small group, students create their dance based on their story. Each dance must attempt to communicate the main idea of the story and have a beginning, middle and end. 5. Each group performs their dance for the other students. 6. Reflection and Cool-down: Using dance terminology, students discuss the movements' meaning and how that communicates the main idea, and their personal response. Students write down one or two words to describe each dance observed and then complete a short Checklist. <p style="text-align: center;">Main Idea Dance Checklist</p> <table border="1" data-bbox="488 1066 1341 1446"> <thead> <tr> <th data-bbox="488 1066 802 1167">Criteria</th> <th data-bbox="802 1066 1062 1167">Yes</th> <th data-bbox="1062 1066 1341 1167">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1167 802 1310">I can identify a Main Idea</td> <td data-bbox="802 1167 1062 1310"></td> <td data-bbox="1062 1167 1341 1310"></td> </tr> <tr> <td data-bbox="488 1310 802 1446">I see a Beginning, Middle and End to the dance.</td> <td data-bbox="802 1310 1062 1446"></td> <td data-bbox="1062 1310 1341 1446"></td> </tr> </tbody> </table>	Criteria	Yes	No	I can identify a Main Idea			I see a Beginning, Middle and End to the dance.		
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<p>Assessments:</p>	<p>Checking for understanding: Students are able to observe and write about each dance. Students demonstrate the ability to identify and communicate the movements' meaning and the main idea in observed dance and to share their personal response. Students will be able to write one or two words to describe the observed dances and complete a short checklist about each dance-included above.</p> <p>End of Lesson: Reflection and Cool-down listed above.</p>									
<p>Related Standards/ Competencies:</p>	<p><i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i></p>									
<p>Resources:</p>	<ul style="list-style-type: none"> • Music of your choice. • Paper or cards for students to write their words about each dance. • Copies of the checklist. 									