

Unit Title: Creating and Notating Dances

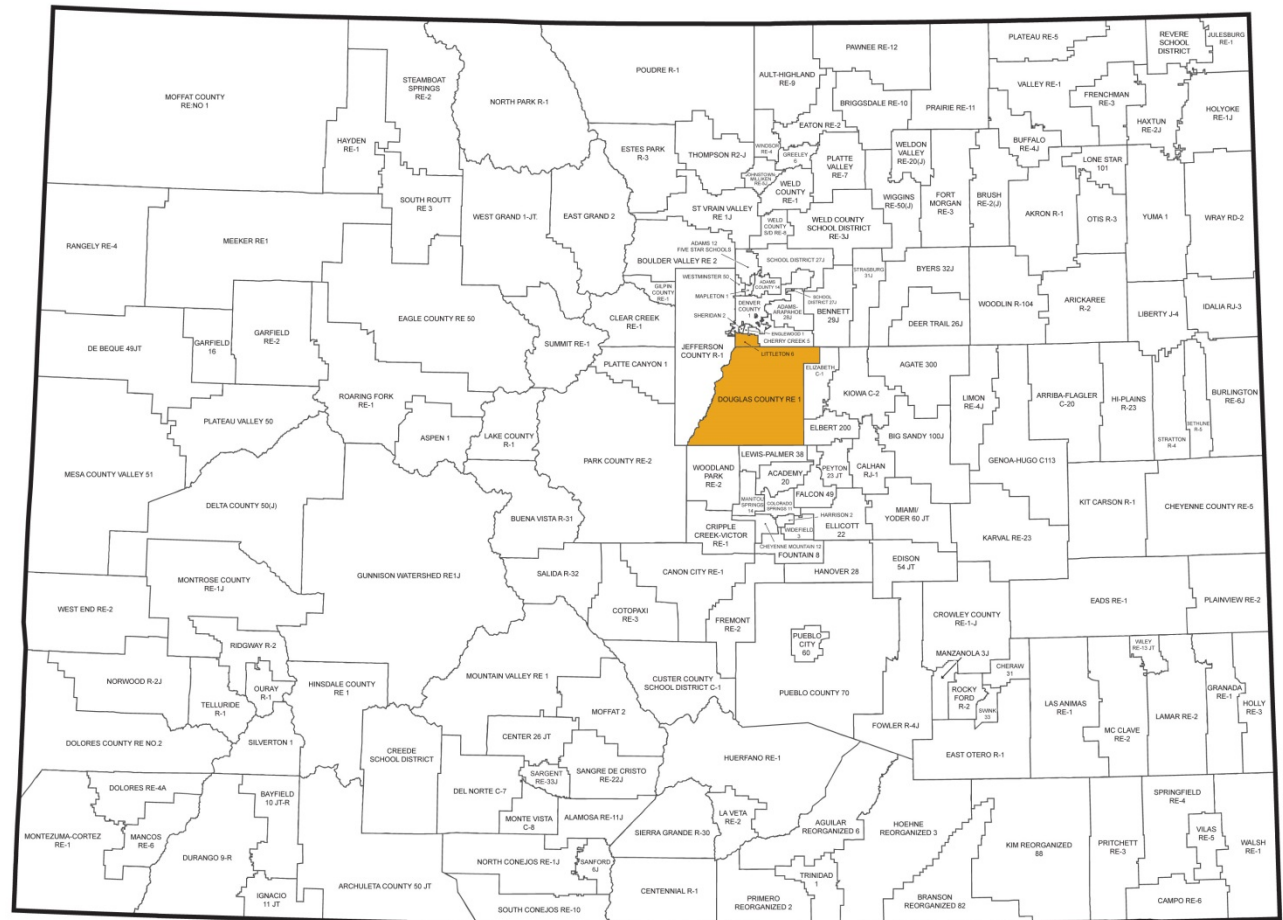
Extended Pathway

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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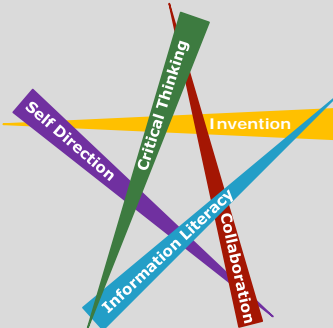
Dance samples represent collaboration between Colorado k-12 educators and community partners in Dance. For more information about community partners in your region, refer to the [Arts Education Guidebook](http://www.cde.state.co.us/coarts/ArtGuidebook.asp) (<http://www.cde.state.co.us/coarts/ArtGuidebook.asp>).

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Dance	Grade Level	High School Extended Pathway
Course Name/Course Code	Creating and Notating Dances		
Standard	Extended Pathway Grade Level Expectations (GLE)	GLE Code	
1. Movement, Technique, and Performance	1. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation	DA09-GR.HSEP-S.1-GLE.1	
	2. Perform advanced movement with expression and artistry	DA09-GR.HSEP-S.1-GLE.2	
	3. Produce a multi-faceted dance performance	DA09-GR.HSEP-S.1-GLE.3	
2. Create, Compose, and Choreograph	1. Refine the creative process in dance-making	DA09-GR.HSEP-S.2-GLE.1	
	2. Compose dance works that convey meaning and intent	DA09-GR.HSEP-S.2-GLE.2	
	3. Utilize choreography components when creating dance works	DA09-GR.HSEP-S.2-GLE.3	
3. Historical and Cultural Context	1. Investigate two or more cultural and historical dance forms or traditions	DA09-GR.HSEP-S.3-GLE.1	
	2. Utilize technical skills and knowledge of historical and cultural dance in performance situations	DA09-GR.HSEP-S.3-GLE.2	
4. Reflect, Connect, and Respond	1. Apply critical analysis to new dance works, reconstructions, and masterpieces	DA09-GR.HSEP-S.4-GLE.1	
	2. Articulate connections in dance	DA09-GR.HSEP-S.4-GLE.2	

Colorado 21st Century Skills



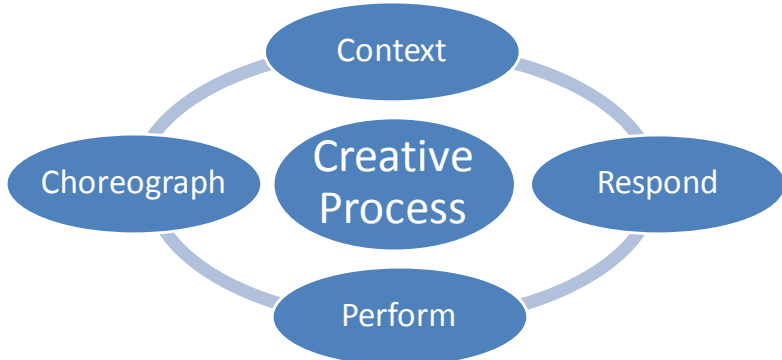
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Creating and Notating Dances	3 weeks	Towards the end of the term

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Unit Title	Creating and Notating Dances		Length of Unit	3 weeks
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.HSEP-S.1-GLE.1, DA09-GR.HSEP-S.1-GLE.2, DA09-GR.HSEP-S.1-GLE.3 DA09-GR.HSEP-S.2-GLE.1, DA09-GR.HSEP-S.2-GLE.2, DA09-GR.HSEP-S.2-GLE.3 DA09-GR.HSEP-S.3-GLE.1 DA09-GR.HSEP-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How is it different to create a dance for a solo compared to a dance for an ensemble? (DA09-GR.HSEP-S.2-GLE.1-IQ.1, GLE.2-IQ.1) • How does one use a stimulus to create and develop a dance work? 			
Unit Strands	Perform dances created Create movements through improvisation Choreographic craft context Respond with notation			
Concepts	Symbols, Notation, Composition, Choreographic principles, Improvisation, Form , Structure, Space/Time/Energy, Movement, Ideas, Relationship, Choreographic Intent			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Improvisation produces movement ideas (DA09-GR.HSEP-S.1-GLE.3) and (DA09-GR.HSEP-S.2-GLE.3) and (DA09-GR.HSEP-S.4-GLE.1)	What is improvisation in dance?	Why is there a relationship between improvisation and intent?
Choreographic intent determines overall form (DA09-GR.HSEP-S.1-GLE .1, 2) and (DA09-GR.HSEP-S.2-GLE.1, 2) and (DA09-GR.HSEP-S.3-GLE.1)	What is the role of form for a dance?	Why does dance form change with a different intent?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Examples of how to safely improvise alone, with a partner or small group (DA09-GR.HSEP-S.1-GLE.3) and (DA09-GR.HSEP-S.2-GLE.3) and (DA09-GR.HSEP-S.4-GLE.1) • The role of intent in improvising (DA09-GR.HSEP-S.1-GLE .1, 2) and (DA09-GR.HSEP-S.2-GLE.2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1) • The role of intent in dance form and structure (DA09-GR.HSEP-S.1-GLE .1, 2) and (DA09-GR.HSEP-S.2-GLE .1, 2, 3) and (DA09-GR.HSEP-S.3-GLE .1) and (DA09-GR.HSEP-S.4-GLE .1) • The relationship between notation symbols and dance movements (DA09-GR.HSEP-S.1-GLE .1) and (DA09-GR.HSEP-S.4-GLE .1) 	<ul style="list-style-type: none"> • Demonstrate an understanding of dance elements (DA09-GR.HSEP-S.1-GLE .1-EO.a) • Perform dance works with artistic interpretation and projection (DA09-GR.HSEP-S.1-GLE .1-EO.d) • Demonstrate the ability to use basic notation methodology (DA09-GR.HSEP-S.1-GLE .1-EO.e) • Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance styles (DA09-GR.HSEP-S.1-GLE .2-EO.c) • Define the explicit process used when producing a dance work (DA09-GR.HSEP-S.1-GLE .3-EO.c) • Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative (DA09-GR.HSEP-S.2-GLE .1-EO.a) • Select intent or stimuli to create a solo dance and an ensemble dance (DA09-GR.HSEP-S.2-GLE .2-EO.a) • Skillfully use the elements of dance to create new work (DA09-GR.HSEP-S.2-GLE .3-EO.a) • Articulate the significance of transitions in dance creations that bring balance, harmony, and proportion to the work (DA09-GR.HSEP-S.2-GLE .3-EO .c) • Develop an artistic perspective in dance-making (DA09-GR.HSEP-S.2-GLE .3-EO.e) • Create a dance using components of choreography (DA09-GR.HSEP-S.2-GLE .3-EO.g) • Articulate the significant role of the ability of dance to communicate across cultures (DA09-GR.HSEP-S.3-GLE .1-EO.c) • Journal the creative process of the development of one dance work (DA09-GR.HSEP-S.4-GLE .1-EO.c) • Use dance notation and diagrams to reconstruct simple dances (DA09-GR.HSEP-S.4-GLE .1-EO.d)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through improvisation a student will safely discover movements that are formed into a dance using choreographic principles and later recorded using dance notation symbols.</i></p>

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Academic Vocabulary:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write
Technical Vocabulary:	Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance

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Unit Description:	This unit explores the use of the Language of Dance Movement Alphabet to further the exploration and understanding of basic movement concepts to make dance literacy an integrated practice in all aspects of dance. Across the unit students will learn the history and reasons why the Language of Dance was developed; symbols from the Movement Alphabet; also in small groups students will explore creative movement choices that relate to the symbols from the Movement Alphabet; then notate a short excerpt from a repertory work using a portion of the symbols from the Movement Alphabet. The final assessment will culminate with an oral presentation by small student groups sharing which symbols were utilized to document and record movement from the repertory excerpt.
Considerations:	As a unit that focuses on creative movement choices that connect to symbols from the Language of Dance Movement Alphabet by Anne Hutchinson Guest, the students will need to lean on improvisational skills. Dance improvisation is not choreographed ahead of time, but must be created in the moment. Improvisation is designed to develop a student’s creativity so new ways of thinking should be encouraged. Also encouraged is the allowance for students to explore and locate symbolic relationships, while gathering connections to the symbols in the Movement Alphabet.
Unit Generalizations	
Key Generalization:	Choreographic intent determines overall form
Supporting Generalizations:	Improvisation produces movement ideas

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Choreographic intent determines overall form
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a dance notation specialist who has been hired by the Carson Brierly Giffin Library of Dance to record the movement of a historical choreographer. You will present a symbolic representation of the excerpt of repertory movement and explain how the symbols connect to the movement for the Carson Brierly Giffin board. You will incorporate symbols from the Movement Alphabet of the Language of Dance.
Product/Evidence: (Expected product from students)	Students will gain a knowledge, understanding and application of: <ul style="list-style-type: none"> • The history and development of the Language of Dance Movement Alphabet by Anne Hutchinson Guest • Specific symbols from the Movement Alphabet • Improvisational skills • Collaboration • The use of dance notation and diagrams to reconstruct simple dances • The relationship between notation symbols and dance movements
Differentiation: (Multiple modes for student expression)	There are multiple pathways and techniques for a teacher to introduce the Language of Dance to students. Incorporating teaching aids such as the Movement Alphabet Poster, Flash Cards, and Movement Cubes into improvisational exercises cannot only make such tasks more fun for students, but will also aid in gaining more in-depth and three-dimensional understanding of

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movement and how it relates to the Movement Alphabet symbols.

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p>Biography on Creator of Language of Dance: Dr. Anne Hutchinson Guest http://www.lodc.org/uploads/pdfs/AHG.pdf</p> <p>Articles about Language of Dance Special Educational Needs Students and Language of Dance: http://www.lodc.org/uploads/pdfs/SENandLOD.pdf</p> <p>The History of the Development of the Laban Notation System http://lodcusa.org/index.php?option=com_content&view=article&id=49&Itemid=56</p> <p>Dance Notation for Beginners: Labanotation/Benesch Movement Notation: Ann Kipling Brown and Monica Parker http://www.amazon.com/Dance-Notation-Beginners-Labanotation-Movement/dp/0903102714/ref=sr_1_fkmr2_1?ie=UTF8&qid=1437239688&sr=8-1-fkmr2&keywords=Movement+Study+and+Benesch+Movement+Notation%3A+An+Introduction+to+Applications+in+Dance%2C+Medicine%2C+Anthropology%2C+and+Other+Studies</p>	N/A

Ongoing Discipline-Specific Learning Experiences

1.	<p>Description:</p> <p>Performance Preparation Process <i>Within a performance focused unit, the basic process of introduce, rehearse and perform are ongoing throughout the unit. The various learning experiences underscore this process.</i></p> <p>Introduce: Refers to the pre-experiences needed before introducing dance repertoire. As learning progresses, students will be introduced to various additional dance steps/techniques.</p> <p>Rehearse: Refers to the steps that occur after introducing repertoire. Review, practice, revisiting areas that need additional focus will be a recurring process.</p> <p>Perform: Refers to the execution and/or application of work within in the introduction and rehearsal process. This can include the final capstone performance task or other performances demonstrating skill attainment. When a student demonstrates skills in discreet form (such as a specific dance sequence) or in a full comprehensive form (such as the full dance piece) they perform as a way to determine understanding. Performing occurs throughout the unit.</p>	<p>Teacher Resources:</p>	<p>Hands on Resources for the Classroom through the Language of Dance Website, England http://www.lodc.org/resources/all-resources.html#prods</p> <p>The Movement Alphabet: http://www.lodc.org/uploads/pdfs/MovementAlphabet.pdf This is a free PDF of the Movement Alphabet.</p> <p>Exercise Sheets: http://www.lodc.org/uploads/primary/Exercise1.pdf This is a free workbook offered by The Language of Dance Center</p> <p>Course Work and Additional Teaching Resources from the Language of Dance Website, USA http://www.lodcusa.org/index.php?option=com_content&view=article&id=85&Itemid=93</p> <p>Language of Dance Video</p>
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				<p>http://lodcusa.org/index.php?option=com_content&view=article&id=86&Itemid=94</p> <p>Accompanying Resource: http://lodcusa.org/images/motif_notation-video.pdf This PDF shows the Language of Dance pathways and floor plans.</p> <p>Dance Notation Basics: http://dancenotation.org/Inbasics/frame0.html</p> <p>Definition of Labanoation: http://www.britannica.com/topic/labanoation</p> <p>What is Benesch Movement Notation?: http://beneshinaction.com/what-is-benesch-movement-notation/</p>
			<p>Student Resources:</p>	<p>Mini-Flashcards Movement Building Blocks, Language of Dance Movement Alphabet Posters, Movement Cubes: http://lodcusa.org/index.php?option=com_content&view=article&id=49&Itemid=56</p>
<p>Skills:</p>		<p>Introduce: Identify styles, genre, traditions, and era for the origins of improvisation. Rehearse: Review, analyze, edit, adjust elements of the dance piece as needed Perform: Apply, execute, demonstrate skill attainment</p>	<p>Assessment:</p>	<p>Introduce: Pre-asses understanding of improvisation through brainstorming and discussions Rehearse: Rehearsal is formatted to meet student’s range of abilities. Formative assessment and adjustment of dance steps, timing, gestures, etc. are found throughout the rehearsal process. Performance: Formative assessment such as observation and correction for discreet skill attainment. Summative assessment such as rubrics, adjudication sheets, reflective inventories can be used in formal/final performance.</p>

Prior Knowledge and Experiences

This unit is intended as a beginning level introduction to dance notation and the use of symbols from the Movement Alphabet of the Language of Dance by Anne Hutchinson Guest. Students may have prior knowledge of dance notation, but it is not a necessary prerequisite for this unit. It would be helpful if students had prior experience with improvisational dance skills and creative movement processes. However, students with varying levels of dance technique can find success while exploring the nuances of dance notation.

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Learning Experiences # 1 – 9
Instructional Timeframe: Teacher Determined

Learning Experience # 1		
As an introduction, the teacher may present a historical account of the Language of Dance by Anne Hutchinson Guest so that students can understand why this style of notation of dance was developed.		
Generalization Connection(s):	Choreographic intent determines overall form	
Teacher Resources:	<p>Biography on Creator of Language of Dance: Dr. Anne Hutchinson Guest http://www.lodc.org/uploads/pdfs/AHG.pdf</p> <p>Articles about Language of Dance Special Educational Needs Students and Language of Dance: http://www.lodc.org/uploads/pdfs/SENandLOD.pdf</p> <p>The History of the Development of the Laban Notation System http://lodcusa.org/index.php?option=com_content&view=article&id=49&Itemid=56</p> <p>Dance Notation for Beginners: Labanotation/Benesch Movement Notation: Ann Kipling Brown and Monica Parker http://www.amazon.com/Dance-Notation-Beginners-Labanotation-Movement/dp/0903102714/ref=sr_1_fkmr2_1?ie=UTF8&qid=1437239688&sr=8-1-fkmr2&keywords=Movement+Study+and+Benesch+Movement+Notation%3A+An+Introduction+to+Applications+in+Dance%2C+Medicine%2C+Anthropology%2C+and+Other+Studies</p> <p>Language of Dance Video http://lodcusa.org/index.php?option=com_content&view=article&id=86&Itemid=94</p>	
Student Resources:	N/A	
Assessment:	The teacher may check for understanding through a visual thumbs-up or thumbs-down. The teacher may ask guiding questions such as “How is the Language of Dance different than Labanotation?” or “How can dance be structured as a language?”	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may include a workshop by a licensed Language of Dance representative. A workshop of this nature could encompass a broader spectrum of the historical development of other modes of dance notation such as Labanotation and Benesch. http://lodcusa.org	N/A
Critical Content:	<ul style="list-style-type: none"> The relationship between notation symbols and dance movements 	
Key Skills:	<ul style="list-style-type: none"> Use dance notation and diagrams to reconstruct simple dances 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate,	

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	Experiment, Imagine, Improve, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Labanotation, Benesch Notation Systems
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Learning Experience # 2		
The teacher may explain and display the Movement Alphabet so that the students can begin to understand this style of dance notation.		
Generalization Connection(s):	Choreographic intent determines overall form	
Teacher Resources:	The Movement Alphabet: http://www.lodc.org/uploads/pdfs/MovementAlphabet.pdf This is a free PDF of the Movement Alphabet.	
Student Resources:	Mini-Flashcards Movement Building Blocks, Language of Dance Movement Alphabet Posters, Movement Cubes: http://lodcusa.org/index.php?option=com_content&view=article&id=49&Itemid=56	
Assessment:	The teacher may ask students to begin to identify symbols from the Movement Alphabet.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may also include the use of Language of Dance Flash Cards. Each card represents a symbol from the Movement Alphabet.	N/A
Critical Content:	<ul style="list-style-type: none"> The relationship between notation symbols and dance movements 	
Key Skills:	<ul style="list-style-type: none"> Use dance notation and diagrams to reconstruct simple dances 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improve, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	

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Learning Experience # 3		
The teacher may demonstrate movement from a portion of the symbols from the Movement Alphabet so that the students can begin to make connections between the symbol and the movement that coincides with the symbol. (This step may be repeated as needed to demonstrate the Movement Alphabet in its entirety)		
Generalization Connection(s):	Choreographic intent determines overall form	
Teacher Resources:	The Movement Alphabet: http://www.lodc.org/uploads/pdfs/MovementAlphabet.pdf This is a free PDF of the Movement Alphabet.	
Student Resources:	N/A	
Assessment:	Students will demonstrate understanding by accurately mirroring demonstrated movements.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The relationship between notation symbols and dance movements • The role of intent in dance form and structure • The role of intent in improvising 	
Key Skills:	<ul style="list-style-type: none"> • Use dance notation and diagrams to reconstruct simple dances • Demonstrate an understanding of dance elements • Demonstrate the ability to use basic notation methodology • Create a dance using components of choreography 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	

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Learning Experience # 4		
The teacher may guide the students to physically perform the portion of demonstrated symbols so that the students can begin to embody the kinesthetic representation of the Movement Alphabet. (This step may be repeated as needed to perform the Movement Alphabet in its entirety)		
Generalization Connection(s):	Improvisation produces movement ideas	
Teacher Resources:	The Movement Alphabet: http://www.lodc.org/uploads/pdfs/MovementAlphabet.pdf This is a free PDF of the Movement Alphabet.	
Student Resources:	N/A	
Assessment:	The students will demonstrate understanding in small groups who perform the demonstrated movement section.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Instead of viewing student performances, the teacher may allow students to notate in writing the dance phrase that was demonstrated.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The relationship between notation symbols and dance movements • The role of intent in dance form and structure • The role of intent in improvising • Examples of how to safely improvise alone, with a partner or small group 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate an understanding of dance elements • Demonstrate the ability to use basic notation methodology • Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative • Skillfully use the elements of dance to create new work • Use dance notation and diagrams to reconstruct simple dances 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	

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Learning Experience # 5		
The teacher may instruct small student groups to apply two or more learned symbols so the students can create a short movement sequence inspired by each symbol. (This step may be repeated as needed to apply the Movement Alphabet in its entirety)		
Generalization Connection(s):	Improvisation produces movement ideas	
Teacher Resources:	The Movement Alphabet: http://www.lodc.org/uploads/pdfs/MovementAlphabet.pdf This is a free PDF of the Movement Alphabet. Exercise Sheets: http://www.lodc.org/uploads/primary/Exercise1.pdf This is a free workbook offered by The Language of Dance Center	
Student Resources:	Mini-Flashcards Movement Building Blocks, Language of Dance Movement Alphabet Posters, Movement Cubes: http://lodcusa.org/index.php?option=com_content&view=article&id=49&Itemid=56	
Assessment:	The students will demonstrate understanding by writing the Movement Alphabet symbols next to a description of the dance step that coincides with the symbol.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use non-verbal communication through rhythmic movement patterns
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	It is at this time when the use of the Flash Cards and Movement Cubes would be beneficial. Students would have access to multiple modes for developing short movement sequences.	Students may present movements created from symbols on the Flash Cards. Students may also demonstrate short phrases developed from using the Movement Cubes.
Critical Content:	<ul style="list-style-type: none"> • The relationship between notation symbols and dance movements • The role of intent in dance form and structure • The role of intent in improvising • Examples of how to safely improvise alone, with a partner or small group 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate an understanding of dance elements • Demonstrate the ability to use basic notation methodology • Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative • Skillfully use the elements of dance to create new work • Use dance notation and diagrams to reconstruct simple dances 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	

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Learning Experience # 6		
The teacher may invite each student group to perform their original sequence so their peers can identify and analyze which symbols the student group utilized. (This step may be repeated as needed to demonstrate student mastery of symbols within the Movement Alphabet.)		
Generalization Connection(s):	Improvisation produces movement ideas	
Teacher Resources:	N/A	
Student Resources:	Students will need to include written documentation of their descriptions and notations of the Movement Alphabet symbols.	
Assessment:	Student peers will show understanding of the Movement Alphabet symbols by defining specific symbols included in the performed dance sequences.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may digitally record student performances of movement sequences. These recordings may be used later for student or teacher reflection and analysis of the creative process.	N/A
Critical Content:	<ul style="list-style-type: none"> • The relationship between notation symbols and dance movements • The role of intent in dance form and structure • The role of intent in improvising • Examples of how to safely improvise alone, with a partner or small group 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate an understanding of dance elements • Demonstrate the ability to use basic notation methodology • Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative • Skillfully use the elements of dance to create new work • Use dance notation and diagrams to reconstruct simple dances • Perform dance works with artistic interpretation and projection • Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance styles 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	

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Learning Experience # 7		
The teacher may assign small student groups a video excerpt of a repertory movement by a historical choreographer, so that the students can begin to identify the Language of Dance symbols needed to document movement from classic choreography.		
Generalization Connection(s):	Improvisational structures focus dancers to enable full expression of thoughts and ideas	
Teacher Resources:	Classical Ballet: Swan Lake, Four Little Swans variation - https://www.youtube.com/watch?v=-gApOfm4qd0 NeoClassical Ballet: Balanchine Serenade – https://www.youtube.com/watch?v=6JNEW0kXPPU Early Modern Dance: Martha Graham <i>Night Journey</i> -- https://www.youtube.com/watch?v=UaClplcoz80 Contemporary Dance: Twyla Tharp <i>In the Upper Room</i> – https://www.youtube.com/watch?v=OIO41q5cmY8	
Student Resources:	Students may take notes on video excerpts.	
Assessment:	Students demonstrate understanding by writing the Movement Alphabet symbols that are utilized in the repertory dance excerpt.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may introduce multiple variations and performances of the same classic piece of repertory to exhibit the differences in adaptations of one dance work.	N/A
Critical Content:	<ul style="list-style-type: none"> • The relationship between notation symbols and dance movements • The role of intent in dance form and structure 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate an understanding of dance elements • Demonstrate the ability to use basic notation methodology • Use dance notation and diagrams to reconstruct simple dances 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	

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Learning Experience # 8		
The teacher may allot time for students to explore and utilize a portion of symbols from the Movement Alphabet so the students can chronicle and notate movement phrases within the repertory excerpt.		
Generalization Connection(s):	Choreographic intent determines overall form	
Teacher Resources:	Exercise Sheets: http://www.lodc.org/uploads/primary/Exercise1.pdf This is a free workbook offered by The Language of Dance Center Accompanying Resource: http://lodcusa.org/images/motif_notation-video.pdf This PDF shows the Language of Dance pathways and floor plans.	
Student Resources:	Mini-Flashcards Movement Building Blocks, Language of Dance Movement Alphabet Posters, Movement Cubes: http://lodcusa.org/index.php?option=com_content&view=article&id=49&Itemid=56	
Assessment:	The teacher checks student’s written work and provides feedback on the correlation of the written symbol and the movement that coincides with the symbol.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may utilize the Flash Cards to aid in notating movement phrases.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The relationship between notation symbols and dance movements • The role of intent in dance form and structure 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate an understanding of dance elements • Demonstrate the ability to use basic notation methodology • Use dance notation and diagrams to reconstruct simple dances 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	
Learning Experience # 9		
The teacher may organize oral presentations of small student groups so the students can share the symbols fashioned from the documentation of the Movement Alphabet.		

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Generalization Connection(s):	Choreographic intent determines overall form	
Teacher Resources:	The teacher may develop a rubric to evaluate the student presentations. http://www.rcampus.com/rubricshellc.cfm?sid=9&	
Student Resources:	Exercise Sheets: http://www.lodc.org/uploads/primary/Exercise1.pdf This is a free workbook offered by The Language of Dance Center Accompanying Resource: http://lodcusa.org/images/motif_notation-video.pdf This PDF shows the Language of Dance pathways and floor plans.	
Assessment:	The teacher may assess this Learning Experience by developing a rubric to evaluate the student presentations. http://www.rcampus.com/rubricshellc.cfm?sid=9&	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may also assign each small group the task of reconstructing the movement from the excerpt of classic repertory so that the students can perform their excerpt during the oral presentations.	Students may perform excerpt.
Critical Content:	<ul style="list-style-type: none"> • The relationship between notation symbols and dance movements • The role of intent in dance form and structure 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate an understanding of dance elements • Demonstrate the ability to use basic notation methodology • Use dance notation and diagrams to reconstruct simple dances 	
Critical Language:	Analyze, Arrange, Assemble, Assess, Communicate, Compose, Construct, Cooperate, Develop, Discover, Elaborate, Evaluate, Experiment, Imagine, Improvise, Manipulate, Motivate, Observe, Order, Organize, Perfect, Problem Solve, Process, Record, Redesign, Refine, Structure, Symbolize, Transcribe, Unify, Write, Improvisation, Intent, Form, Structure, Phrase, Unity, Continuity, Variety, Transition, Unison, Opposition, Sequence, Relationship, Direction, Level, Size, Timing, Duration, Rhythm, Quality, Position, Pathway, Shape, Symbol, Notation, Language Of Dance, Stillness, Pathway, Flexion, Rotation, Extension, Spring, Balance, Falling, Support, Destination	