

## Student Weekly Learning Targets

### Week 2:

Objective: Student will create a dance using ballet, jazz, modern, contemporary, hip hop, or other world dance forms technique and skills. A dance study should be inspired by either visual images, words, tasks, senses, music or story lines, originating movement through improvisation, dance elements, dance composition and self-creation.

## Reminder

### Dancing at Home Safety Tips

- Prior to taking the virtual (online) dance class make sure you are wearing dance attire that will allow you to move properly. This will also put you in the right frame of mind.
- Clear a space designated to be your “dancing space”. Each time you enter that space you will be in the right mindset.
- If you are on carpet, have bare feet, but wear leggings or tights to avoid carpet burn. If you are on a hard surface, wear your dance shoes or (non-slippery) socks.
- The student must warm up before and cool down after any movement exercising, dancing and practicing.

### HISD Disclaimer/Waiver of Liability

The students will be engaging in online (virtual) dance instruction. While performing these activities, students should ensure the area around them is safe and free of items on the ground. Students should participate at their current level of dance technique and movement abilities. HISD is not liable for any injury caused by the students' participation in the online distance learning program. Presence of the guardian/parent is encouraged.

### Resources

Teachers and students should use the HUB dance course resources when available. For additional information and resources refer to the links provided on the curriculum and/or on the [HISD Fine Arts webpage](#) Dance Resources document with video links.

## Monday

Warm up (you can do your own warm up, use provided links in the resources, from **Dance Video Lessons** resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher)

Students may use any dance video link appropriate for their dance technique and skill level, from [Dance Resources Document](#) and follow the virtual dance lesson.

Students should read the weekly assignment and begin with writing portion on day 1 of the assignment. Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

Students should use Dance Elements as a resource for the PBL assignment for the next two weeks.

Dance Elements (see the additional resources on [HISD Fine Arts Webpage](#))

The world of dance is composed of dance elements. The body (as an instrument) uses space, energy, time and relationships to move, to dance. Movement is a dance language; therefore, we can communicate through dance. When creating dances, we explore, experiment and choreograph using dance elements.

Dance is a form of artistic expression and communication through manipulation of body, movement, space, time, and energy using relationships.

## GLOBAL GRADUATE



PS - State Process Standard



AR - Aligned to Upcoming State Readiness Standard



R - State Readiness Standard



S - State Supporting Standard

## Monday

- **Body (an instrument of dance)**
  - **Body Systems:** muscles, bones, joints, organs, breath, tactile senses
  - **Body Parts:** head, neck, shoulders, chest, back (spine), arms, elbows, hands, torso, hips, legs, knees, feet
  - **Body Shapes:** body design in space: angular, curved, straight, twisted, symmetrical, asymmetrical
  - **Coordination:** head-tail, core-distal, upper-lower body, cross lateral, body sides, vestibular, eye tracking
  - **Kinesthetic Awareness:** senses, perceptions, body alignment, body placement, proprioception (on and off balance, orientation / facing), reflexes
  - **Artistic Expression:** emotions, thoughts, intention, interpretation, representation, imagination, non-verbal communication inner self: senses, perceptions, proprioception (on and off balance, orientation / facing), reflexes, emotions, thoughts, intention, imagination
- **Movement / Action (what the body does)**
  - **Body Articulation:** ability to combine movements from initiation to performance movement coordination and differentiation
  - **Non-locomotor** (stationary, axial) **movements:** bend, stretch, twist, turn, rise, fall, shake, swing, circle, gestures
  - **Locomotor** (traveling, weight transferring) **movements:** walk, run, hop, jump, gallop, skip, slide, leap, crawl
  - **Movement Initiation:** core, distal, mid-limb, body parts
  - **Isolations:** simple (one body part moving differently), complex (multiple body parts moving differently)
  - **Manipulative Skills:** using props
- **Space (where the body moves)**
  - **Place:** personal (on the spot), general (through the space), upstage, downstage, center stage
  - **Size:** large, small, narrow, wide
  - **Levels:** low, middle, high
  - **Directions:** forward, backward, sideways, diagonal, right, left, up, down, stage directions: upstage, downstage, stage left, stage right, center stage
  - **Pathways:** curved, straight, zig zag, random
  - **Focus:** direct and indirect
  - **Elevation:** in the air, on the floor
  - **Tableau:** a still shape created by a group of dancers
  - **Positive Space / Negative Space:** positive space is that which the body occupies, negative space is the empty space around the body
  - **Planes:** horizontal, vertical, diagonal
- **Time (when and how the body moves)**
  - **Beat:** pulse
  - **Rhythm:** patterns of the beats, organization
  - **Accent:** emphases on the beat, even/uneven
  - **Tempo/Speed:** slow, medium, fast (adagio, andante, allegro, presto)
  - **Duration:** long, short
  - **Momentum:** increasing or decreasing tempo, pausing, freezes
  - **Meter:** grouping of beats – provides structure: 4/4; 3/4; 2/4; 6/8
  - **Phrasing:** fitting of dance to the rhythm melody of accompaniment; rhythmic acuity (timing)
- **Energy / Dynamics (how the body moves)**
  - **Quality** (dynamic): percussive, sustained, suspended, collapse, vibratory, swinging, swaying, direct-indirect, strong, flowing, tight, loose
  - **Force** (attack): sharp-smooth, sudden-sustained
  - **Weight:** heavy, light, powerful, gentle, impacted, initiation up or down

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Page 2 of 6

## Monday

- **Flow** (energy): free, bound, balanced, neutral
- **Movement Effort Actions** (Laban): punch, slash, float, glide, wring, press, flick, dab
- **Relationship (how dance and dancers are organized)**
  - **Placement:** in front, besides, behind, over, under, near, far, around
  - **Grouping:** alone, connected, with partner, small or large ensemble
  - **Formations:** symmetrical-asymmetrical, individual and group proximity to object, with(out) props, line, circle, clump, grid
  - **Design** (movement development): improvisation, phrasing, following, leading, varieties, partnership & weight sharing, patterns, unison, literal, abstract, focal point
  - **Choreographic Process** (manipulating shape, movements and/or dance phrases): transitions, contrast, copying, complimentary
  - **Choreographic Structure** (Form): beginning, middle and end, canon, AB, ABA, rondo (ABACA), theme and variation (A, A1, A2, A3), and narrative, collage, chance, call & response, suite, ground bass
  - **Choreographic Devices:** canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment

### Activity

The student will improvise / create dance using dance technique & style of their choice, that they've learned so far. Students will change either the stimuli / inspirations that they used in the previous assignment or they will change the dance genre that they used in the previous assignment.

The improvised dance phrase will be based on any inspiration from the following:

- Visual images: photographs, paintings, sculptures
- Words: poem, monologue, list of words with -ing endings
- Tasks: using dance elements to manipulate phrases, movements or steps (refer to Dance elements Power Point and pdf resource)
- Senses: seeing, hearing, tasting, touching and smelling
- Feelings: anger, fear, jealousy, love, worry, disgust, hope, caring, etc.

### Student will:

#### Step 1

Select a group of inspiration to initiate your work. List the items and describe each of them. Note the adjectives that are movement inspiring. You might be required to send these notes to your teacher, take a picture of your notes and doodles if handwritten, and if typed send in an attachment).

#### Step 2

Read your notes and create the movements interpreting and reflecting your descriptions. Start inventing motifs and phrases using vocabulary of your chosen dance style.

**Cool down:** Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.

## Tuesday

**Warm up** (you can do your own warm up, use provided links in the resources, from Dance Video Lessons resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher)

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Page 3 of 6

## Tuesday

Students may use any dance video link appropriate for their dance technique and skill level, from [Dance Resources Document](#) and follow the virtual dance lesson.

Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

Students should use Dance Elements as a resource for the PBL assignment.

### Step 3

#### Activity

Revise and refine the phrases, creating at least 30-45sec. dance combination, using vocabulary, technique and skills of your chosen dance style. Rehearse and perform the dance several times.

**Cool down:** Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.

## Wednesday

**Warm up** (you can do your own warm up, use provided links in the resources, from Dance Video Lessons resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher)

Students may use any dance video link appropriate for their dance technique and skill level, from [Dance Resources Document](#) and follow the virtual dance lesson.

Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

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#### Activity

### Step 4

Find an original or a signature 'two-three 8<sup>th</sup>-count' of the dance that will be manipulated per following dance elements: (Refer to Dance Elements power point and pdf poster)

Space: levels, directions, pathways

Time: tempo, rhythm, accent, duration, momentum

Energy: Dynamic of movement (quality): percussive, sustained, swinging, swaying, tight, loose), Weight: heavy, light, gentle, impacted, Force and Flow

Relationships: placement, choreographic structure, design

**Cool down:** Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.

## Thursday

**Warm up** (you can do your own warm up, use provided links in the resources, from Dance Video Lessons resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher)

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Page 4 of 6

# HISD | Secondary Curriculum and Development

ALIGN, ADVANCE, ENGAGE.

2019-2020 HISD @ H.O.M.E. – Project-Based Learning

Fine Arts – Middle School Dance 1-3

Week of May 25 – June 1, 2020

## Thursday

Students may use any dance video link appropriate for their dance technique and skill level, from [Dance Resources Document](#) and follow the virtual dance lesson.

Students should use Dance Elements as a resource for the PBL assignment.

### Activity

#### Step 5

Add these new dance phrases to the original 30-45sec. dance, find the appropriate music that may accompany the selected movements. With these changes, and a manipulated dance phrase added to the original dance combination, the final dance should be 45-75sec. long.

Rehearse the dance.

### Activity

#### Step 6

Refine, stage and rehearse the dance.

**Cool down:** Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.

## Friday

**Warm up** (you can do your own warm up, use provided links in the resources, from Dance Video Lessons resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher)

Students may use any dance video link appropriate for their dance technique and skill level, from [Dance Resources Document](#) and follow the virtual dance lesson.

Students may use any dance video link to physically participate in the dance class of their choice, and/or to follow the warm up exercises.

Students should use Dance Elements as a resource for the PBL assignment.

### Activity

#### Step 7

Perform the dance. Ask a family member to record your dance or self-record it.

Send it to a teacher or rehearse and perform the dance during Microsoft Team/FlipGrid class meeting.

**Cool down:** Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.

## Monday

**Warm up** (you can do your own warm up, use provided links in the resources, from Dance Video Lessons resources on [HISD Fine Arts webpage](#) or do the warm-up you learned with your teacher)

Students may use any dance video link appropriate for their dance technique and skill level, from [Dance Resources Document](#) and follow the virtual dance lesson.

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Page 5 of 6

## Monday

### Activity

#### Step 7

Repeat performance from Friday: Perform the dance. Ask a family member to record your dance or self-record it. Send it to a teacher or rehearse and perform the dance during Microsoft Team/FlipGrid class meeting.

**Cool down:** Students may cool down utilizing static stretching, flexibility exercise, yoga exercises, repeating their dance phrases slowly, breathing exercises and/or discussing, participating in the live class with their teachers.

## Student-Produced Weekly Product

Student should be able to:

- Explain what inspiration/stimuli he/she used to create the dance
- Use chosen dance style vocabulary when explaining the movements
- Showcase the dance phrase that was manipulated by assigned dance elements
- Perform the dance on the self-selected music to teacher and peers as audience on Microsoft Team and/or another platform
- Critique someone else's dance

