

Description: Students explore space and place through two lenses—dance and geography. Students are led through basic movement explorations before progressing to creating movement phrases in small groups. Throughout the residency, students will practice collaboration, critical thinking, and reflection as essential skills of dance making. Classes will directly integrate social studies curriculum and standards.

Big Idea: Dancing is a way to share ideas using movement.

Learning Objectives:	Assessment Criteria:
1. Move and improvise in self and general space.	1. Perform movements both in place and throughout the space.
2. Make connections between dance and geographical landforms.	2. Identify at least one geographical landform and categorize it appropriately as staying in place (self space), moving through an environment (general space), or has the ability to do both.
3. Collaborate with 1-2 other dancers.	3. Articulate ideas to the group (verbally or physically); Listen to and try out teammates input.
4. Choreograph movement phrases in small groups	4. Select and plan three geography movements – at least one in self space and one in general space – that are performed the same way each time with a clear beginning and ending.
5. Use dance vocabulary to reflect on the dances of others.	5. Identify performers’ use of space and/or movements
<p>Dance Standards</p> <p>1.2.1 Recognizes, understands, and applies the technique and skills of dance 2.1.1 Applies a creative process to dance 3.1.1 Applies his/her understanding of how dance expresses feelings and presents ideas 4.2.1 Understands and applies skills, concepts, and vocabulary that dance has in common with other content areas.</p> <p>Social Studies Standard</p> <p>3.1.2 GEOGRAPHY- Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p>	
<p>Vocabulary</p> <p>Self space General space Movement Improve Choreograph Shape Contrast Place Region Natural Resources</p> <p>Potential Movement Vocabulary: bend, turn, swing, kick, twist, stretch, sway, walk, run, gallop, skip, jump, march, turn, leap, tip-toe, burst, float, rise, lunge</p> <p>Potential Geography Vocabulary: mountain, river, lake, ocean, island, rain, building, wind, tree, volcano, lowland, valley, desert, orchard, highway, forest</p>	

Session 1- Exploring Space

OPENER: Explain that today marks the start of a project that will use dance and choreography as a way to explore and share ideas. There are lots of ways to communicate ideas; dance is just one way. When people dance they use their body to communicate, versus words or pictures. We will learn about different ways to move our bodies and we will make connections to something you are learning about in Social Studies—geography.

1. Introduce self and general space. General space is when dancers use locomotor movements to travel around the space they share with others. Self space is when dancers use non-locomotor movements to dance in place. We'll explore this first through a freeze dance.
2. Students walk around the room in general space. Teacher calls out "freeze." Students stop and freeze in the position their body is in when they hear the cue. Repeat.
3. Increase difficulty by calling out different general space movements (gallop, skip, march) and self space movements (sway, jump, march, stretch) between freezing.
4. Increase difficulty by freezing in whole-body shapes when you call "freeze."
5. Increase difficulty by introducing improvisation ("dancers' choice"), asking students to create their own movements in self and general space.

⇒ **Formative Assessment Checkpoint for Objective #1:**

Objective: move and improvise in self and general space

Criteria: perform movements both in place and throughout space according to instructor cues

Process: Reverse room scan

CLOSER: As a group, create a list of movement words. Use words that you called out, as well as movements that students created during improvisation. Using a t-chart, decide which steps are better done in self, which are better in general, and which can be done either way. Ask students to pair-share their self and general space "dancer's choice" movement. Each pair will share one movement, and the appropriate categorization, aloud with the group.

Session 2- Large Group Choreography

Day: 2	Students will create choreography- generating ideas, planning a dance, and rehearsing it as a class.	Activities: <ol style="list-style-type: none">1. Students review self and general space2. Students select one general space and one self space movement and create an ABA dance3. Students rehearse the dance, repeating the plan multiple times (LEARNING OBJECTIVE #1)4. Students perform choreography with their peers
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Days 3 & 4- Making Curriculum Connections

OPENER: Engage in a class discussion about the Northwest landscape. What major landforms exist? What environmental factors and natural resources make it unique? Which landforms stay in place and which move through space? Any that could be classified both ways?

1. Make a list of landforms using a T-chart (similar to the self and general space list created earlier in the residency.) One column has landforms that would be in self space and the other column has landforms that would be in general space

2. Pair share: each pair comes up with one self and one general space landform and shares it with the group.

⇒ **Formative Assessment Checkpoint for Objective #2:**

Objective: Make connections between dance and geographical landforms.

Criteria: Identify at least one geographical landform and categorize it appropriately as staying in place (self space), moving through an environment (general space), or has the ability to do both.

Process: Checklist (verbal reflection)

3. Students improvise items from the list (i.e. trees in self and rivers in general space).
4. Discuss collaboration: work together, try all ideas, compromise. Make a list of responses.
5. Students work in groups of three to create dances with the following criteria:
 - Uses three items from the geography list
 - Uses at least one self space and one general space movement (contrast)
 - Movements are rehearsed and cohesive (no stops or talking)
 - Has a clear ending and clear beginning
6. Walk among groups and observe during the work period. Remind them of criteria and check to see if they are meeting all. Takes notes and help with collaboration and choreography criteria.

⇒ **Formative Assessment Checkpoint for Objective #3:**

Objective: Collaborate with 1-2 other dancers.

Criteria: Articulate ideas to the group (verbally or physically); Listen to and try out teammates input.

Process: Note sheet

CLOSER: Close day 3 by reminding students to remember their choreography plan and to bring their editing ideas for the next day. On Day 4, allow more time rehearsal and refining, giving individual attention to each group.

⇒ **Formative Assessment Checkpoint for Objective #4:**

Objective: Choreograph movement phrases in small groups

Criteria: Select and plan three geography movements – at least one in self space and one in general space – that are performed the same way each time with a clear beginning and ending.

Process: Criteria Checklist (students also have this to check their own work)

Day 5- Sharing & Reflection

Day: 5	Students will share and reflect on their small group choreography.	Activities: <ol style="list-style-type: none"> 1. Students share their choreography with their peers, two groups at a time 2. Student audience members reflect after each performance, using dance and geography vocabulary (LEARNING OBEJCTIVE #5) 3. Reflection on choreographic choices- not all dances were the same, seeing things that the choreographers intended/didn't intend 4. Final reflection on residency
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