



## **Goal Statement**

### **Raegan Wood Sanders and Laura Marchese Young Audiences New Jersey & Eastern Pennsylvania Dance To Learn 10 Day 2<sup>nd</sup> Year Dance Residency**

Through the practice of dance as art, second year students in this residency will acquire knowledge and skills of dance elements while developing their individual creative voices. Teachers and students engaged in imaginative movement exploration will experience dance as a meaningful and communicative medium. The greater school community will be empowered by the experience of dance as relevant and integral to the educative process. Additionally, this curriculum will incorporate the Young Audiences signature program comprising the four elements: experiencing, understanding, creating and connecting to art.

#### Goals:

- This residency will address or exceed NJ Core Curriculum Content Standards in dance. Students will experience movement as a meaningful opportunity for expression beyond the limits of verbal language.
- This residency will provide participating teachers with knowledge and skills of dance as well as tools for making creative connections in their classrooms.
- This residency will empower the school community with the understanding that dance is essential to the educative process.
- This residency will incorporate the Young Audiences signature program.

#### Strategies:

- This residency will use the fundamental elements of dance: space, time, and energy as the foundation for experiential learning.
- This residency will emphasize imaginative exploration in dance as a means of developing individual creative expressivity.
- This residency will allow for integration of other areas of academic as well as artistic study.

## Curriculum Overview

### **10 Day 2<sup>nd</sup> Year Dance Residency**

#### **Rationale:**

This residency takes dance as an art form as the jumping-off point for creative exploration and integrated learning. It aims to expand knowledge and experience of dance while creating connections between subject areas, with personal life experiences, and across individual intelligences. The 10-day residency will be divided into two smaller units each unit containing five lessons. The first unit will highlight the basic dance elements of space, time and energy while the second unit focuses on the co-creation of an informal dance piece. Each unit will include creative exploration as well as critical analysis. Additionally, both units provide opportunities for integration of other subject areas of learning where appropriate. Each lesson plan within a given unit will be based on a 40-45 minute class period and will include creative movement activities geared toward specific learning objectives.

#### **Unit One – The Elements of Dance**

NJ Core Curriculum Content Standards addressed:

Visual and Performing Arts – 1.1, 1.2, 1.3, 1.4

#### **Unit Overview:**

Unit One contains five lessons and includes the large questions of who, what, where, when, and why we dance. The elements of dance: space, time, energy, and the body will be introduced and explored. Students will understand dance as art and, through seeing live performance, through improvisation, and through the exercising of creative choice, will begin to develop an aesthetic value of dance as an expressive medium. Multicultural and historic aspects of dance will be discussed. Students will learn beginning dance vocabulary. Elements of critical analysis will be included throughout.

#### **Unit Two – Co-Creation and Sharing**

NJ Core Curriculum Content Standards:

Visual and Performing Arts – 1.1, 1.2, 1.3, 1.4

#### **Unit Overview:**

Unit Two contains five lessons and includes the larger goal of choreography. The teaching artist will co-create a performance piece with the students based on an integrated subject area of learning agreed upon by the teaching artist and classroom teacher. Specific examples of 3<sup>rd</sup> grade themes are given. A template for suggested performance structures will be provided but adaptability in structure and content is possible. The piece will be built on the students' prior learning experience from Unit One (as well as their first year) and will demonstrate their acquired knowledge.

# Curriculum Guide

## Unit One – The Elements of Dance

### **NJ Core Curriculum Content Standards addressed:**

**Visual and Performing Arts – 1.1, 1.2, 1.3, 1.4**

#### **Unit Overview:**

Unit One contains five lessons and includes the large questions of who, what, where, when, and why we dance. The elements of dance: space, time, energy, and the body will be introduced and explored. Students will understand dance as art and, through seeing live performance, through improvisation, and through the exercising of creative choice, will begin to develop an aesthetic value of dance as an expressive medium. Multicultural and historic aspects of dance will be discussed. Students will learn beginning dance vocabulary. Elements of critical analysis will be included throughout.

#### **Goals and Objectives/Outcomes**

**Goal: Students will gain knowledge and skills about the meaning and purpose of dance.**

##### **Objectives/Outcomes:**

1. Students will view live performance.
2. Students will engage in discussion about who, what, when, where, and why people dance.
3. Students will, through creative movement exercises, express ideas about themselves and the world.

**Goal: Students will review knowledge and skills about the basic elements of dance.**

##### **Objectives/Outcomes:**

1. Students will be able to identify and differentiate the basic elements of dance: space, time, and energy.
2. With guidance, students will be able to explore and make creative choices based on the basic dance elements.
3. Students will be able to analyze and articulate some of the meanings and purposes of the basic dance elements.

**Goal: Students will gain knowledge and skills about dance as structured choreography and as a performing art.**

##### **Objectives/Outcomes:**

1. Through critical analysis, students will develop their eye for choreographic structure.
2. Through creative process, students will develop their individual creative voices and experience committing to creative choices.
3. Through seeing live performance, students will develop a greater appreciation for the role of performer and audience.