



Goal Statement

**Raegan Bliss Wood and Laura Marchese
Young Audiences of New Jersey & Eastern Pennsylvania
Dance To Learn
16 Day 3rd Year Dance Residency Pilot Program**

Through the practice of dance as art, third year in this residency will acquire knowledge and skills of dance elements, both technical and compositional, 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. This curriculum will meet or exceed the New Jersey Core Curriculum Content Standards for the Performing Arts. Additionally, it will incorporate the Young Audiences signature program comprised of the four elements: experiencing, understanding, creating and connecting to art.

Goals:

- Through this residency, students will experience movement as a means for expression beyond the limits of verbal language.
- Dance as a global art form will be emphasized as teaching artists are directed to implement the technical elements of the curriculum through their own cultural dance forms.
- This residency will provide participating classroom 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.

Strategies:

- This residency will use the fundamental elements of dance, namely, space, time, and energy (presented in the 1st and 2nd Year D2L Curricula as the foundational structure on which new knowledge is built.
- This residency will introduce three technical elements of dance: isolations, jumps and/or falls, and turns and/or changes of direction as a source for physical and imaginative development.
- This residency will continue to emphasize creative and co-creative aspects of dance, and will allow for integration of other areas of academic as well as artistic study.

Curriculum Overview

Rationale:

This residency takes dance as an art form as the jumping-off point for technical development, creative exploration, and integrated learning. It aims to expand knowledge and experience of dance while creating connections between subject areas, to personal life experiences, and across individual intelligences. The 16-day residency will be divided into two units both containing eight lessons. In the first unit, the basic dance elements of space, time and energy (the focal point of the first and second year curricula) will serve as a backdrop for the introduction of the technical elements of body isolations, jumps and falls, and turns and changes of direction. The second unit will focus on the co-creation of a dance piece. Each unit will include opportunities for critical analysis. The two units include 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 movement activities geared toward specific learning objectives.

Unit One – Technical 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 eight lessons and introduces the aspect of technique into this study of dance. Specifically the technical elements of isolations, jumps/falls, and turns/changes of direction will be presented and explored. Dance as a global art form will be emphasized as teaching artists are directed to implement these technical elements of the curriculum through their own cultural dance forms.

The elements of dance, explored in depth in the first and second year curricula, namely, space, time, and energy, will serve as the foundational structure on which new knowledge will be built. Through practicing technique, seeing live performance, and improvising, students will understand the aesthetic value of dance as an expressive medium. Multicultural and historic aspects of dance will be viewed and discussed. Students will learn 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 eight 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. The specific example of body systems, a 3rd year academic subject, is 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 and will demonstrate their acquired knowledge.

Curriculum Guide

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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 gain knowledge and skills about technical elements of dance.

Objectives/Outcomes:

1. Students will explore the technical elements of isolations, jumps/falls, turns/changes of direction.
2. With guidance, students will be able to make creative choices using the technical elements.
3. Students will be able to understand some of the meanings and purposes of the technical elements in dance.

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.