

Young Audiences Signature Core Services Planning Template

This template is intended as a guide for artists in the development of their YA program, and in meeting the new criteria for YA core services to be child centered, outcome driven, and measurably effective. Each program will be firmly grounded in the four essential elements - experiencing the arts, understanding in the arts, creating in the arts, and connecting the arts across the curriculum and to everyday life.

Core Service: Workshop Residency (# of days ____) Performance/Assembly Professional Development

Program Title: Science of Choreography

Artist/Ensemble: MorrisonDance

Art Form: Dance/Choreography

Grade Levels: K-8

Big Idea:

Choreographers/dancers have to know their body parts, know how to count, and have a good imagination!

Enduring Understanding:

Dancers and choreographers have to count, understand their bodies, and have a good imagination.

Essential Question:

How do dancers move in different ways?

Arts Standard(s):

Currently, Ohio has no standards for Arts in early childhood. The following standards are based on Kindergarten.

STANDARD: Creative Expression and Communication

- **Benchmark A:** Improvise, create and perform movement phrases with concentration and kinesthetic awareness.
- **Benchmark B:** Use the elements of dance to create a mood or express an idea in a dance study.
- **Benchmark C:** Invent multiple solutions to movement problems varying space, time and energy.

Non-Arts Standard(s): Pre-K

STRAND: Motor Development

- Demonstrate locomotor skills with control, coordination, balance in active play.
- Demonstrate coordination in using objects during active play
- Use non-locomotor skills with control, balance and coordination such as bending, stretching and twisting during play.
- Demonstrate spatial awareness in physical activity or movement.

STRAND: Physical Well-being

Topic: Nutrition

- Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.

Topic: Physical Activity

STANDARD STATEMENT

- Participate in active play exhibiting strength and stamina.
- Demonstrate basic understanding that physical activity helps the body grow and be healthy.

Topic: Body Awareness

STANDARD STATEMENT

- Identify and describe the function of body parts.

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Program Summary: “Do it again, do it again!” Sound familiar? It does if you've seen kids respond to this program. MorrisonDance uses repetition so that children learn and become experts in moving along to the musical selections. Young children love to explore their bodies' movements, toddlers and preschoolers love to bounce and wiggle. Take advantage of their natural energy and direct it into a lifelong love of physical activity. This program uses popular children’s songs and commercially available music CD’s to encourage gross motor development, brain growth and the love of physical activity in young children.

Objective(s):
 Students will identify a letter that they must stand on.
 Students will discuss what it takes to be a dancer (eat good food, drink water, be strong, exercise).
 Students will identify their body parts using familiar music.
 Students will learn that dancers count to eight over and over again.
 Students will learn what a choreographer is.
 Students will learn that choreographers use their imaginations.
 Students will learn that they can create their own dances if they know where their body parts are, can count to eight, and can use their imaginations.

21st Century Learning & Innovation Skills
Select all skills that participants will learn, explore, and experience during the program.

Creativity	Critical Thinking	Communication
<ul style="list-style-type: none"> <input type="radio"/> Fluency <input type="radio"/> Flexibility <input checked="" type="checkbox"/> Originality <input checked="" type="checkbox"/> Elaboration 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Resourcefulness <input type="radio"/> Reciprocity <input checked="" type="checkbox"/> Reflection <input type="radio"/> Resilience 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Articulate <input checked="" type="checkbox"/> Collaborate

Experience
A Signature Service will include an experience with an art form delivered by professional artists and will give participants the opportunity to interact with the work(s) or art itself. Experience will inspire, engage and encourage interest and exploration in the arts and learning.

Program Content: *What will participants experience (hear, see, touch) during your program. List at least three ways children will experience your program.*

1. Students will see the professional dancer demonstrating brief examples of dance styles.

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2. The artist demonstrates qualities of spatial awareness.
3. The artist will participate in all movement activities with the children, demonstrating stamina, strength, and movement dynamics.

Understand

A Signature Service will illuminate the art form through its cultural context, creative processes, and/or the role of the artist and artistic expression.

Program Content: *List the key ideas, concepts, and terms about the art form, artist, and/or artistic process that the participants will understand, learn, and retain.*

1. Students will learn that a dancer has to take care of, and understand know his/her body.
2. Students will learn that counting can be used for creativity.
3. Students will learn that an imagination is important for some jobs (like being a choreographer/artist/scientist).

Create

A Signature Service will engage participants in the process of creating and empower them to make artistic choices.

Program Content: *List at least three ways participants will actively participate and/or create during this program.*

1. The students will dance almost the entire time, creating their own moves in response to the interactive songs.
2. The students will ask the question “What if...” and will move like different animals.
3. The students will “invent” their own scarf dances.

Connect

A Signature Service will enable and encourage participants to link program content to personal experiences, other academic learning, and/or life skill development.

Program Content: *List at least three specific links in your program that will help participants connect the program to their personal experiences, other academic learning beyond the arts, and/or life skill development.*

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1. Students will be asked to dance on a letter assigned to them, reinforcing letter recognition skills.
2. Students will be asked to count to eight multiple times while they are dancing.
3. Students will be reinforced to understand that healthy eating and exercise are important for energy.
4. Students will be encouraged to teach their new “dance moves” to their families when they get home.

Preparing for Your Program

Program Content: *List three open ended questions that you will ask participants during or after your program that will reinforce material learned and prompt further discussion or exploration.*

1. Why do people dance?
2. Why do people make up dances?
3. How can our imagination help us to make up dances?

Program Content: *List three specific things teachers can do to prepare students for your program.*

1. Students can learn about different kinds of dances through books, video presentations or in class examples.
2. Students should be prepared to move in comfortable clothing and suitable shoes (sneakers).
3. Students can dance in their classrooms to well-known early learning dance songs.

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Extending Your Program

Program Content: *List three specific links or resources that will help teachers continue the discussion after your program.*

1. www.youtube.com/morrisondance
2. Students can make up their own dances using the tools they learned in class.
3. Students can make up their own dance games based on specific material they are covering in class.