

NARRATIVE CHOREOGRAPHY PROJECT BASED ON CCSS CONCEPTUAL PRINCIPLES

PART I (“What” & “Why”)

CONTEXTUAL FRAMEWORK

Why: To reinforce understanding of narrative construction through Dance.

What: Students will create a narrative that will be put to music and subsequently choreographed by the students.

Can they transfer their resultant knowledge? Yes – to ELA

Is there a research element? Yes – they will view You Tube videos of examples of narrative dance (e.g. Act I Nutcracker)

What background knowledge do they need? A dance background. Domain specific vocabulary. Familiarity with narrative structure.

Part II (“How”)

Activity

What will the students actually do? Students will collaboratively create a narrative that will be conveyed through original choreography .

Will they use technology? Yes.

What is the student input? Students will determine all narrative content and choreography.

What will be produced? Dance pieces suitable for performance.

Common Core Cognitive Strategy (Arts Adapted):

Make use of structure. Interact and collaborate with others. Reason abstractly.

Common Core State Anchor Standard (Arts Adapted)

Determine central ideas or themes of an artistic product and analyze their development by summarizing key supporting details and ideas.

Create artistic products visually, aurally, and kinesthetically, as well as works that are based in text to communicate specific meaning, create emotional connections with, and convey conceptual ideas to an audience.

Objective

The objective is for students to transfer and apply their knowledge of narrative structure from the ELA curriculum into a different domain – Dance. Reciprocally, students will enhance their understanding of narrative structure through its application in a creative, authentic context.

Work Session For Part II

Students

Students will review narrative structure. They will determine the following structural elements for their narrative: Main Idea, Theme, Primary and Secondary characters, Setting, Point of View, Tone, Mood; Exposition, Development, Climax, and Resolution.

Students will provide The Composer with a scenario of the narrative with suggestions on what could be heard in the music.

Upon receipt of the music, students will choreograph the narrative to the music provided by The Composer.

Teacher

Select a composer and establish Skype connection for interaction with students.

Teach students appropriate choreographic technique and style.

Assess class participation. Answer questions. Guide creative process.

Assessments

Pre and post surveys of student understanding of narrative terms. Level of participation. End results – dance pieces.