



# Dance Lesson Plan

Performing – Anchor Standard 6: Convey Meaning through the Presentation of Artistic Work

## Process Component

Present

## Enduring Understanding

Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

## Essential Question

- How does a dancer heighten artistry in a public performance?

## Lesson Title

*Quite A Production!*

## Grade Level

2<sup>nd</sup>

## 2.DA.Pr6

- a. Dance for and with others in a **space** where audience and performers occupy different areas.
- b. Use limited **production elements**.

## Objectives

The learner will perform a dance with a partner(s) for an audience, using their favorite song.

## Materials

Music to dance to, a prop(s) to hold while dancing, painter's or duct tape (to create a line between "stage" and audience), additional lighting element such as a lamp,

additional sound element, such as a wireless speaker, set piece(s) to set the mood in the performance space.

## **Instructional Resources**

none

## **Vocabulary**

**Locomotor:** Movement that travels from one location to another or in a pathway through space, such as walk, run, tip-toe, slither, roll, crawl, jump, march, gallop, prance, hop, skip, slide, or leap

**Nonlocomotor:** Movement that remains in one place, movement that does not travel from one location to another or in a pathway through space, such as bend, twist, turn, open, close, swing, sway, spin, reach or pull

## **Instruction/Motivation**

Student will dance with a partner(s) to their favorite song while using a prop, to enhance their performance. They will be aware of the space between their “stage” and the audience, as well as the elements of a production that enhance the overall presentation.

## **Procedure**

1. Help the student to select a favorite song that they’d like to dance to.
2. Have them decide what prop they will use during their dance. They should be mindful of how the prop they choose will enhance their performance in some way.
3. Review with them what locomotor and nonlocomotor movements they plan to use in their dance.
4. Work with the student to create a separate performance space or “stage” and the audience area. You can do this very simply by separating the spaces by a line of painter’s or duct tape that neither the performer nor the audience cross over.
5. Then, assist the student to enhance the performance space by adding lighting, sound and set props to their performance space.
6. Play the music and have the student(s) perform their dance for an audience of at least one.

## **Closure**

- Ask the student what movements they used during the dance?

- Ask the student how the prop added to conveying their feelings in the performance?
- Ask the student how they felt their production elements enhanced the performance?

## **Evaluation**

- Did the student use both locomotor and nonlocomotor movements in their dance?
- Were they able to use the prop and other production elements to enhance their performance?
- Were they mindful of the audience, and did they interact with them during the performance?