



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

I Know the Directions!

Grade Level

3rd

3.DA.Pr6

- a. Identify the main areas of a performance **space** using **production technology** (e.g. stage right, stage left, center stage, upstage and downstage).
- b. Explore **production elements** for a dance performed for an audience in a designated specific performance **space**.

Objectives

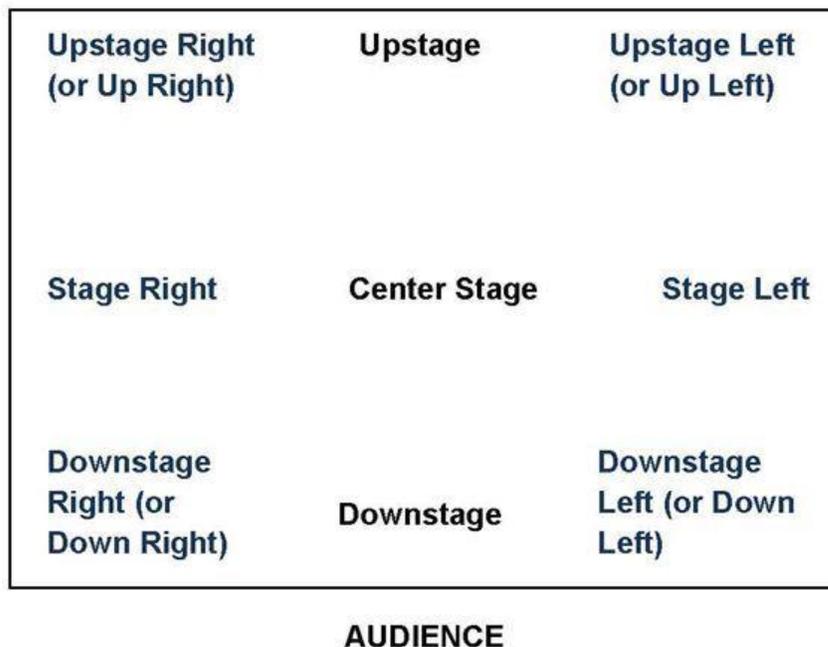
The learner will perform a dance for an audience, using production elements and utilizing a performance space.

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

Stage Directions



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 to a favorite song, while using a prop(s), 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 production.

Procedure

1. Help the student to select a favorite song that they'd like to dance to.
2. Have them decide what prop(s) 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. Have them label the parts of the stage, per the provided diagram, using painter's tape or small pieces of paper.
5. Then, assist the student to enhance the performance space by adding lighting, sound and set props to their performance space.
6. Review the elements of stage direction with them, and have them refer to them wherever possible.
7. 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(s) 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(s) and other production elements to enhance their performance?
- Did the student exhibit a working knowledge of stage directions?

