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

Flexible Productions

Grade Level

5th

5.DA.Pr6

a. Demonstrate the ability to adapt dance to **alternative performance venues** by modifying spacing and movements to the performance **space**.
b. Identify, explore and select **production elements** that heighten and intensify the **artistic intent** of a dance and are adaptable for various performance **spaces**.

Objectives

The learner will perform a dance for an audience that can be adapted to various performance venues. They will use as many production elements as possible, to enhance the meaning of their dance, as well as the audience's experience.

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 chairs for audience seating, 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
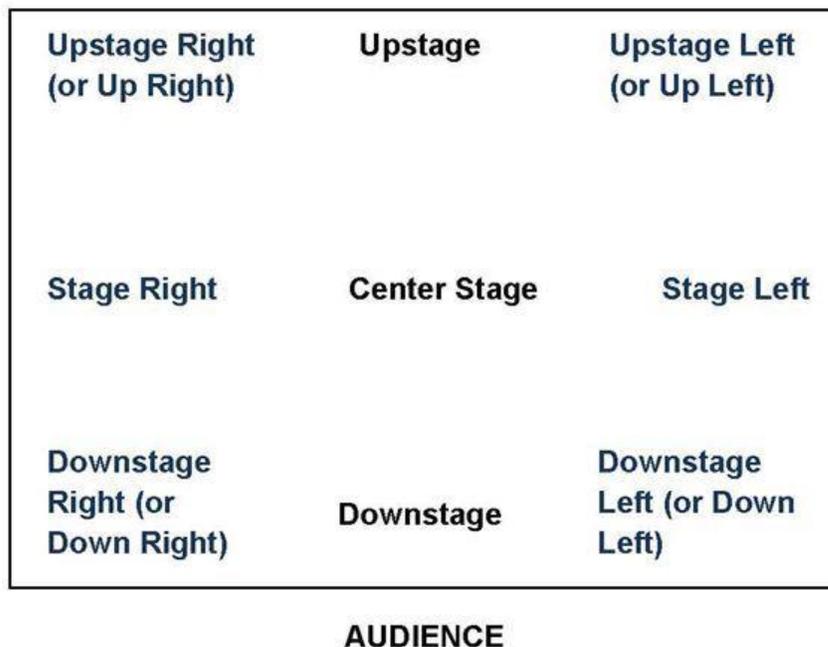
Vocabulary

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 and utilize production elements to create a setting that enhances their artistic intent and the audience's experience of their artwork.

Procedure

1. Help the student to select a favorite song that they would 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. Add seating for an audience.

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, and have them refer to them wherever possible.

7. Explore how the dance performance might adapt and shift if it is performed in two different types of spaces (living room vs. backyard, or classroom vs. multipurpose room stage). Discuss what production element changes would be necessary to create a successful performance.

8. Play the music and have the student(s) perform their dance for an audience of at least one.

Closure

- 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?
- Ask the student what parts of the performance were they able to adapt and change to fit with the constraints of various performance venues?

Evaluation

- Was the student able to use the prop(s) and other production elements to enhance their performance?
- Did the student exhibit a working knowledge of stage directions?
- Was the student able to adapt their performance to work in a variety of performance spaces?