

## EXPRESSING AN IDEA

### Performance Standard Da25B.E (dance)

Explain how movement elements can be contrasted to express moods accordingly:

- *Knowledge*: Know how elements, principles and tools are combined to express an idea in a work of art.
- *Communication*: Explain how elements (body, space, time, and force) can be contrasted to express anger and happiness in movement.

### Procedures

1. *In order to understand the similarities, distinctions and connections in and among the arts (25B)*, students should experience sufficient learning opportunities to develop the following:

- Explain how elements, principles and tools are combined to express an idea in a work of art.

Note: The teacher will present the daily activities listed on the “Expressing an Idea” teacher’s resource sheet. Each student should receive a copy of the “Expressing an Idea” study sheet.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work. Ask questions to determine whether students understand the procedure to follow, i.e., Can they tell what the two columns on the study sheet represent? What are the elements? What are you supposed to know about the elements? Where do you list your responses?
3. On the day of the written assessment, distribute the questions sheets, ask students to look at each element that is listed on the happiness side of the page. Ask them to list the kinds of movement that the study sheet suggested for each element. When students are finished with the happiness side of the page, have them complete the anger side of the page.
4. Remind students that some answers can be the same on both sides of the page.
5. Evaluate each student’s work using the “Expressing an Idea” rubric as follows:
  - *Knowledge*: Understanding of how elements, principles and tools are combined to express an idea in a work of art was demonstrated in the written communication.
  - *Communication*: Correct examples for each of the elements: body actions, speed and force of movement were provided with correct indication their relationship to expressions of happiness and anger.

### Examples of Student Work follow

### Time Requirements

- Four class periods prior to assessment
- One class period for assessment

### Resources

- Copies of the “Expressing an Idea” task sheet and study sheet
- “Expressing an Idea” teacher’s resource sheet
- Expressing an Idea Rubric

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**EXPRESSING AN IDEA**

- Exceeds = 8 total points
- Meets = 6 - 7 total points
- Approaches = 4 - 5 total points
- Begins = 1 - 3 total points

<b>KNOWLEDGE/COMMUNICATION</b>		
	<b>Elements - Happiness</b>	<b>Elements - Anger</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect excellent application and interpretation of all terms among the elements and how they express happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect excellent application and interpretation of all terms among the elements and how they express anger.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect correct application and interpretation of most terms among the elements and their application to expressions of happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect correct application and interpretation of most terms among the elements and their application to expressions of anger.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect correct application and interpretation of some terms among the elements and their application to expressions of happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect correct application and interpretation of some terms among the elements and their application to expressions of anger.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect minimal application and interpretation of terms among the elements and their application to expressions of happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of body actions, and the speed and force of movements reflect minimal application and interpretation of terms among the elements and their application to expressions of anger.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>
<b>Score</b>		

## EXPRESSING AN IDEA

### Teacher's Resource Sheet (Prior to Assessment)

#### Day One

1. Students will be taught a simple movement pattern created by the teacher:
  - The pattern will consist of 16 counts
  - There will be no particular mood or feeling expressed while learning the pattern
  - Student will practice this pattern until they are able to repeat it with confidence.
  - Dancers must create clear beginning and ending shapes for their dance.

#### Day Two

1. After reviewing the movement pattern presented on the first day, explain that they are going to learn:
  - The movement elements of dance.
  - How movement elements can be used to express changes in mood.
  - How to dance the learned movement pattern expressing a happy mood.
2. While talking, list on the board information about the movement elements and how they apply when expressing a happy mood. ( See attached study sheet)
  - Try different shapes of the body and ways to use different body parts. Discuss ways that starting and finishing shapes can be created to emphasize happiness.
  - Try stepping with large, light, quick and small, light, quick movements (contrast in speed and force of elements produces rhythmic movements).
  - Pay attention to movements of the torso and involvement of head, shoulders, hands, arms, knees, how can they make them important as they dance?
  - Establish places in space that body parts can move in relation to the body (above, beside, in front, in back, near, far).

#### Day Three

1. After review of the second lesson, explain that they are going to learn:
  - How to change the mood of the learned movement pattern to anger.
  - How movement elements can be used to express anger.
2. While talking, list on the board information about the movement elements and how they apply when expressing an angry mood. (See attached study sheet.)
  - Try different shapes of the body and ways to use different body parts. Discuss ways that starting and finishing shapes can be created to emphasize anger.
  - Try stepping with large, strong, quick and small, strong, quick and large, slow, strong movements (contrast in speed and force of elements, produces rhythmic movements).
  - Pay attention to movements of the torso and involvement of head, shoulders, hands, arms, knees, how can they make them important as they dance?
  - Establish places in space that body parts can move in relation to the body (above, beside, in front, in back, near, far).
  - After students have had sufficient time to explore movement possibilities, they will look at the information listed on the board to determine how application of contrasting elements cause change in mood of a dance pattern.

#### Day Four

1. Assign partners who will create their own dance using the original movement pattern and varying it to express the two moods of happiness and anger.
  - The original pattern must be performed first, then that same pattern will be performed showing happiness and the final repeat will show anger.
  - The class will come together for teacher led discussion and questioning about the elements and how they affect expression in dance. Which of the elements stayed the same, which were different, which ones caused the greatest change in the way dancers moved?
  - Students will be informed that when they come to class the next time they are going to take a written test about the movement elements. They will need to study the kinds of movement that are suggested for each element.
  - Each student will receive a copy of the study sheet to work with before returning to class.

#### Day Five

1. Each student will receive a test form (see attached).
2. Explain the test procedure.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**EXPRESSING AN IDEA**

**Student Task Sheet**

<b>HAPPINESS</b>	<b>ANGER</b>
<p><b>Body</b> Name ways that you can step to show happiness.</p> <p>Name the shapes your body can make to show happiness.</p> <p>Name ways that body parts can show happiness.</p>	<p><b>Body</b> Name ways that you can step to show anger.</p> <p>Name the shapes your body can make to show anger.</p> <p>Name ways that body parts can show anger.</p>
<p><b>Speed</b> Tell what speed to use when showing happiness.</p>	<p><b>Speed</b> Tell what speed to use when showing anger.</p>
<p><b>Force</b> Tell what force to use when showing happiness.</p>	<p><b>Force</b> Tell what force to use when showing anger.</p>

## EXPRESSING AN IDEA

### Study Sheet

HAPPINESS	ANGER
<p><b>Happiness – Ways to express a happy mood:</b></p> <ul style="list-style-type: none"><li>• <b>Body</b> We can step in different ways: bouncing, hopping, skipping, or turning. We can make different body shapes while stepping: stretched, angular, twisted. Our body parts can help to make movements expressing happiness: shaking, wiggling, waving, reaching.</li><li>• Body parts can show happiness by reaching up or out away from the center of the body, the palms of hands can reach up or out into different places around the body.</li><li>• <b>Speed</b> Happy movements are quick and lively.</li><li>• <b>Force</b> Happy movements are light and lively.</li></ul>	<p><b>Anger – Ways to express a anger:</b></p> <ul style="list-style-type: none"><li>• <b>Body</b> We can step in different ways: stomping, lunging, jumping We can make different body shapes while stepping: stretched, rounded, angular or twisted. Our body parts can help to make movements expressing anger: punching, pounding, kicking, shrugging</li><li>• Body parts can show anger by reaching down and/or out. The hands are usually made into fists or with fingers outstretched and palms down or turned away and reaching into different places in space around the body.</li><li>• <b>Speed</b> Angry movements are quick and sometimes could even be slow and steady.</li><li>• <b>Force</b> Angry movements are strong, very firm.</li></ul>

EXPRESSING AN IDEA  
FINE ARTS STANDARD 25B-E (dance)  
Written Test

HAPPINESS

ANGER

<p><b>Body</b> <u>I can tell ways that the body can be used to show happiness.</u> waving hands slipping and sliding</p>	<p><b>Body</b> <u>I can tell ways that the body can be used to show anger.</u> crunched up hands crest head down</p>
<p><b>Speed.</b> <u>I can tell you what speed to use when showing happiness.</u> Fast and Lively</p>	<p><b>Speed</b> <u>I can tell you what speed to use when showing anger.</u> slow and Lede</p>
<p><b>Force.</b> <u>I can tell you what kind of force my body should use when showing happiness.</u> light and smooth</p>	<p><b>Force</b> <u>I can tell you what kind of force my body should use when showing anger.</u> stomping</p>
<p><b>Space</b> <u>I can tell you how my body moves through space when showing happiness.</u> lots of space</p>	<p><b>Space</b> <u>I can tell you how my body moves through space when showing anger.</u> not alot like crunched up.</p>

**EXPRESSING AN IDEA  
FINE ARTS STANDARD 25B-E (dance)  
Written Test**

**HAPPINESS**

**ANGER**

<p><b>Body</b> <u>I can tell ways that the body can be used to show happiness.</u>          1. Bouncing          2. Skipping          3. Flailing arms          4. Grapevine</p>	<p><b>Body</b> <u>I can tell ways that the body can be used to show anger.</u>          1. Stomping          2. Curled up body          3. Crossed arms          4. Jumping up and pounding your feet down</p>
<p><b>Speed.</b> <u>I can tell you what speed to use when showing happiness.</u>          1. Quick, Speedy and Fast</p>	<p><b>Speed</b> <u>I can tell you what speed to use when showing anger.</u>          1. Quick, Speedy and Fast</p>
<p><b>Force.</b> <u>I can tell you what kind of force my body should use when showing happiness.</u>          1. Light          2. Fine          3. Sustained</p>	<p><b>Force</b> <u>I can tell you what kind of force my body should use when showing anger.</u>          1. Heavy          Explosive          3. Vibratory          4. Percussive          5. Strong</p>
<p><b>Space</b> <u>I can tell you how my body moves through space when showing happiness.</u>          1. Indirectly          2. Curvily          3. Squiggly</p>	<p><b>Space</b> <u>I can tell you how my body moves through space when showing anger.</u>          1. Directly          2. Very straight path way          3. One foot right in front of the other</p>