

CHOREOGRAPHIC PRINCIPLES AND FORM

Performance Standard Da25A26B.G (dance)

Develop and perform a movement pattern in round form, emphasizing the choreographic principles of contrast, repetition and variety accordingly:

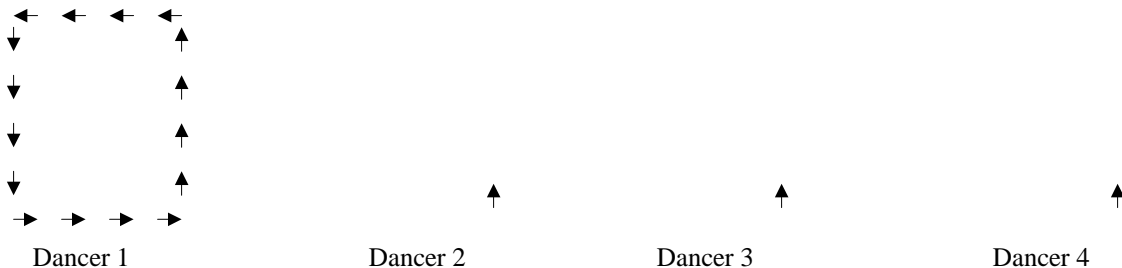
- *Process:* Perform movement pattern, maintaining round form and remembering the sequence of movements throughout the performance.
- *Creative Expression:* Make contrast and variety obvious through imaginative use of body actions, body parts, spatial factors and movement qualities.
- *Communication:* Explain how the group performed its movement pattern in round form, how repetition should be used and what it looks like in a dance (with examples), and how variety and contrast were developed in the dance (with examples).

Procedures

1. ***In order to understand the sensory elements, organizational principles and expressive qualities of the arts (25A) and apply skills and knowledge necessary to create and perform in one or more of the arts (26B),*** students should experience sufficient learning opportunities to develop the following:
 - Give examples of choreographic principles (i.e., contrast, repetition, transition, variety, balance) and musical choreographic forms (i.e., AB, canon, rondo, theme and variation).
 - Perform with others in unison and canon and with spatial clarity.
 - Structure phrases and sections of dances based on teacher's framework.
 - Describe and practice round form.

Note: Define the principles, list possibilities on the board for each and ask for suggestions from class.

- Repetition: original pattern always there in some form. Repeat action using different body parts, same action on other side of the body, additional actions, i.e., bending, stretching, and jumping.
 - Variety: Using space in different ways (direction, level, size)
 - Contrast: Performing actions in opposite qualities (e.g., quick/slow, strong/light, sustained/percussive, swinging/collapsing).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
 3. Explain the task assignment:
 - Groups of four will create simple walk patterns into four part round form, all will face the same direction throughout the pattern and follow identical floor patterns (see example below).
 - Students will be accompanied by a percussion instrument of the teacher's choice. The accompaniment will help dancers maintain the same tempo/speed of movement.
 - Part 1 – Four very slow forward walks on a straight pathway the legs and feet are the only active part of the body. The pattern will start with the left foot.
 - Part 2 – Travel sideways to the left, four counts, on a straight pathway showing contrast and variety in the traveling pattern and placing emphasis on the way body parts move.
 - Part 3 – Travel backward, four counts, on a straight pathway showing contrast and variety in the traveling pattern and placing emphasis on the way body parts move.
 - Part 4 – Travel sideways to the right, four counts, on a straight pathway showing contrast and variety in the traveling pattern and placing emphasis on the way body parts move.
 - Each dancer will have returned to their original starting place.



- Dancers' relationship will be in a line standing side by side facing the same direction (toward the camera or imagined stage front). Each dancer will travel on his/her own straight pathway.
 - Dancers will explore ways to show repetition, contrast and variety in their actions for the second, third and fourth time the pattern is repeated. They will select from those possibilities the movements they want to use. All dancers' movements will be identical throughout the dance. The difference will be in the starting and finishing time for each dancer.
 - Each member of the group will perform the pattern four times starting exactly four counts after the preceding dancer has completed the first phrase of four.
 - Dancers will hold clear starting and finishing positions and they will determine where they face for the front of the stage.
 - Dancers should have a chance to practice within an area that represents the scope of the video camera. Mark this area with cones showing the four corners of the space (width, depth).
 - Before entering into the actual testing day, the students will review with the teacher the scoring rubrics for the dance performance and the written test.
4. Assign groups a number for order of performance.
 5. Have each group perform within the area marked with cones. This area should be no wider than the scope of the video camera. The camera should be placed at center front of the simulated stage. An assistant will film the dancers while the teacher will manage the organization of groups signaling when to start, when to rest, where those not performing will be seated. All filming should focus on the full body of all dancers. The focus must remain on the dancers throughout their performance.
 6. Grade the performances by watching the taped performance, viewing it as many times as necessary for the teacher to give a fair rating.
 7. Have other groups complete the written portion of the assessment while waiting to perform.
 8. Evaluate the student's performance using the "Choreographic Principles and Form" rubric as follows:
 - *Process*: Round form was maintained and the sequence of movements was remembered throughout the performance.
 - *Creative Expression*: Contrast and variety were made obvious through imaginative use of body actions, body parts, spatial factors and movement qualities throughout the performance repetition.
 - *Communication*: The explanations of how the group performed its movement pattern in round form, how repetition should be used and what it looks like in a dance (with examples), and how variety and contrast were developed in the dance were thorough, well-detailed, and accurate (with examples).

Note: Suggestion for combining evaluations: take the average the communication scores (0 – 4) and add the process score (0 – 4) and creative expression score (0 – 4): 4 = 11 to 12; 3 = 9 to 10; 2 = 6 to 8; and 1 = 1 to 5.

Examples of Student Work follow

Time Requirements

- Two class periods prior to test for review and practice of concepts
- One class period to prepare the dance study
- One class period for video taping the performances and completing written assessment

Resources

- Cones to mark performance area
- Video camera, tripod, video tape
- Large room with bright lighting and clear, clean floor space
- Copies of the "Choreographic Principles and Form" task sheet
- Choreographic Principles and Form Rubric

NAME _____ DATE _____

CHOREOGRAPHIC PRINCIPLES AND FORM

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

	PROCESS	CREATIVE EXPRESSION
	Choreographic Form	Choreographic Principles
4	<ul style="list-style-type: none"> Maintained round form and remembers the sequence of movements throughout the performance. 	<ul style="list-style-type: none"> Throughout the performance repetition, contrast and variety were made obvious through imaginative use of body actions, body parts, spatial factors and movement qualities.
3	<ul style="list-style-type: none"> Maintained round form showing need for minor correction in sequence during the performance. 	<ul style="list-style-type: none"> During most of the performance repetition, contrast and variety were clear through imaginative use of body actions, body parts, spatial factors and movement qualities
2	<ul style="list-style-type: none"> Maintaining round form and sequence of movement was dependent on others in the group. 	<ul style="list-style-type: none"> During brief moments of the performance repetition, contrast and variety were clear through use of body actions, body parts, spatial factors and movement qualities
1	<ul style="list-style-type: none"> Attempted but was unable to maintain round form or sequence of movements. 	<ul style="list-style-type: none"> Attempted but found difficulty in demonstrating movements that illustrate repetition, contrast, and variety.
0	<ul style="list-style-type: none"> Missing and/or incorrect 	<ul style="list-style-type: none"> Missing and/or incorrect
Score		

- Exceeds = 11 - 12 total points Approaches = 6 - 8 total points
 Meets = 9 - 10 total points Begins = 1 - 5 total points

COMMUNICATION – Written Assessment			
	Form	Repetition	Contrast and Variety
4	<ul style="list-style-type: none"> The explanation of how round form was produced in dance was thorough, well-detailed and accurate. 	<ul style="list-style-type: none"> Explained repetition telling that original pattern is always there and gave detailed examples of how repetition is accomplished 	<ul style="list-style-type: none"> Explained how body actions, body parts, space and movement qualities were applied in each part of the dance and provided detailed examples.
3	<ul style="list-style-type: none"> Most of the explanation of how round form was produced was clear, detailed and accurate. 	<ul style="list-style-type: none"> Explained repetition telling that original pattern is always there and provided some examples of how repetition is accomplished 	<ul style="list-style-type: none"> Explained how body actions, body parts, space and movement qualities were applied in each part of the dance and provided some examples.
2	<ul style="list-style-type: none"> Some of the explanation of how round form was produced was clear and accurate. 	<ul style="list-style-type: none"> Explained repetition telling that repetition is accomplished by repeating actions but provided no clear example. 	<ul style="list-style-type: none"> Explained that body actions, body parts, space and/or movement qualities were applied but did not indicate how they were used.
1	<ul style="list-style-type: none"> Attempted explanation but it indicated need for greater clarification on the meaning of round form. 	<ul style="list-style-type: none"> Attempted explanation but it indicated greater clarification on the meaning of repetition. 	<ul style="list-style-type: none"> Attempted explanation but it indicated need for greater clarification on the meaning of repetition, variety and contrast.
0	<ul style="list-style-type: none"> Missing and/or inaccurate 	<ul style="list-style-type: none"> Missing and/or inaccurate 	<ul style="list-style-type: none"> Missing and/or inaccurate
Score			

Student Task Sheet

1. I can describe how we danced our movement pattern in round form.

You start with 4 people. Every 4 beats another person goes until everyone is dancing. The direction the person goes is front, left, back, & finally right. This keeps going until the last person ends in the spot he/she started in.

2. I can tell how repetition should be used and what it looks like in a dance.

The movement that we chose for our repetition sequence is tapping. We know that it is repetition because we do it over & over again. You can still move in different ways.

3. I can describe how variety and contrast were developed in our dance.

We worked variety into our dance by changing the levels, direction, tempo, & also by changing our movement fluently. Contrast was very easy to work into our dance by going at different angles.

CHOREOGRAPHIC PRINCIPLES AND FORM

Student Task Sheet

1. I can describe how we danced our movement pattern in round form.

One person would start out of four dancers and every four beats another dancer would start in the round. Our first level of our round was plain walking very slowly. It is over when everyone has danced the same pattern and is back to their original starting spot. First you start going to the front on your left foot, then you go to the left, to the back, and to the right.

2. I can tell how repetition should be used and what it looks like in a dance.

We used tapping for our repetition part of our dance. Repetition is the same movement over and over again. You can do that motion in different forms or different directions and it will still be considered repetition. The exact way we did this is, we did regular taps to the front, shuffle off the Buffalo to the left, taps backward and shuffle off the Buffalo again to the right.

3. I can describe how variety and contrast were developed in our dance.

We had variety and contrast by changing, movements, level, direction, tempo and ability. In our variety part we started with triplets going forward, knee turn to the left, turns backward and skips going to the right. For contrast we did punches and dragging steps forward, hops changing direction to the left, shakas and a jump going diagonally to the right and back and jumps going backwards to the left to the end.