

DANCE PRODUCTION

Performance Standard Da26A.G (dance)

Create a dance including accompaniment and production features accordingly:

- *Knowledge*: Know the terminology and principles for creating a dance.
- *Creative Expression*: Create a dance using accompaniment, lighting, costumes and props to influence the dance's expressive qualities.
- *Collaboration*: Share the responsibility for creating the dance with two or three others.
- *Communication*: Explain why the accompaniment, lighting, costumes and props chosen for the dance influenced the dance's expressive qualities.

Procedures

1. ***In order to understand processes, traditional tools and modern technologies used in the arts (26A)***, students should experience sufficient learning opportunities to develop the following:
 - Use vocabulary and principles for creating dance in discussions and productions of dance.
 - Describe and apply ways that accompaniment, sets, lighting, costumes and/or technology can be used to influence expressive qualities in live or videotaped dance compositions.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Day One: Show videotapes of professional dance performances that represent different styles and types of dance productions. Lead class discussion on the themes, quality of actions (speed, force and flow of movement) and production features of each dance performance (lighting, staging, accompaniment, and props) to learn how they influence expressive qualities.
4. Day Two: Assign students to working groups of four. Each group will do the following:
 - Listen to three different types of accompaniment (teacher selected). Determine the mood, feelings and ideas that each suggests and choose the accompaniment that suggests a theme that they want to use for their dance.
 - Create the dance by exploring possibilities for movement qualities that express their theme for the dance.
5. Day Three: Each group will complete their dance and prepare a written narrative describing the music, lighting, costuming, props and why/how those production features influence the dance. *This narrative can be completed outside of class.
6. Day Four: Each group will perform their dance before the class and present the production features their dance group has prepared.
7. Day Five: Distribute the "Dance Production" task sheet. Ask each student to prepare a written description of the accompaniment and production features (lighting, costumes, props) and tell how those features influenced the expressive qualities of the dance.
8. Evaluate each student's work using the "Dance Production Rubric" as follows:
 - *Knowledge*: Understanding of the terminology and principles of dance was demonstrated in the explanations (communication dimension of the rubric).
 - *Creative Expression*: The influence that accompaniment, lighting, costumes and props had on the expressive qualities of the dance showed strong evidence of thinking and planning.
 - *Collaboration*: The individual participation in the group activity was collaborative and responsible.
 - *Communication*: The explanations of why each of the four features complemented the dance were clear, thorough and well-reasoned. Refer to completed task sheet.

Examples of Student Work follow

Time Requirements

- Five class periods (one for the written assessment)

Resources

- Videotapes of professional dance performances (suggestions: Ailey Dances, River Dance, American Ballet Theatre productions, Joffrey Ballet)
- Clear, clean room for performance of dance compositions
- Copies of the "Dance Production" task sheet
- Dance Production Rubric

NAME _____ DATE _____

DANCE PRODUCTION

- Exceeds = 15 - 16 total points
- Meets = 12 - 14 total points
- Approaches = 8 - 11 total points
- Begins = 1 - 7 total points

	CREATIVE EXPRESSION	COLLABORATION	KNOWLEDGE/COMMUNICATION
4	<ul style="list-style-type: none"> • Movements are clearly described showing extensive use of dance terms. Descriptive examples reflect insightful interpretation of how those movements express the theme of the dance. 	<ul style="list-style-type: none"> • The individual participation in the group was collaborative and responsible. 	<ul style="list-style-type: none"> • The production features are thoroughly described including explanations of what each (lighting, accompaniment, costuming and props) represent and how they influence the expressive qualities of the dance.
3	<ul style="list-style-type: none"> • Movements are described showing use of most of the dance terms. Descriptive examples reflect interpretation of how those movements express the theme of the dance. 	<ul style="list-style-type: none"> • The individual participation and collaboration in the group was present most of the time. 	<ul style="list-style-type: none"> • The production features are adequately described with explanations of what most (lighting, accompaniment, costuming and props) represent and how they influence the expressive qualities of the dance.
2	<ul style="list-style-type: none"> • Movements are described showing use of some of the dance terms. Descriptive examples for some of the movements are provided with little or no indication of how they express the theme. 	<ul style="list-style-type: none"> • The individual participation and collaboration in the group was present some of the time. 	<ul style="list-style-type: none"> • Some of the production features are described with little or no explanation of what they represent or how they influence the expressive qualities of the dance.
1	<ul style="list-style-type: none"> • Movements are named with brief descriptions and no indication of how they express the theme. 	<ul style="list-style-type: none"> • The individual participation and collaboration in the group was minimal. 	<ul style="list-style-type: none"> • The description of production features is brief with no explanation of what the production features represent.
0	<ul style="list-style-type: none"> • Evidence of dance movements and descriptions is nonexistent. 	<ul style="list-style-type: none"> • Evidence of collaboration and responsibility was nonexistent. 	<ul style="list-style-type: none"> • All explanations are missing and/or inaccurate.
Score			

DANCE PRODUCTION
FINE ARTS PERFORMANCE STANDARD 26A-G (dance)
WRITTEN ASSESSMENT TASK

1. I CAN DESCRIBE THE ACCOMPANIMENT FOR OUR DANCE AND TELL WHY WE MADE THAT CHOICE.

I chose Starlight express because it has an exciting feel to it, and it has various tempos.

2. I CAN DESCRIBE THE LIGHTING FOR OUR DANCE AND TELL WHY WE MADE THOSE CHOICES.

The lighting I think would be blue (for calmness) then when the sound gets louder I should have a bit of white or black ~~for~~ to make it look cool

3. I CAN DESCRIBE THE COSTUMES WE CHOSE FOR OUR DANCE AND TELL WHY WE MADE THOSE CHOICES.

Costumes would be something comfortable like blue shiny shirts with black pants.

4. I CAN DESCRIBE THE PROPS WE USED IN OUR DANCE AND TELL WHY WE MADE THOSE CHOICES.

It would be cool if some of us like (the people on the ground) could use flashlights.

DANCE PRODUCTION
FINE ARTS PERFORMANCE STANDARD 26A-G (dance)
WRITTEN ASSESSMENT TASK

1. I CAN DESCRIBE THE ACCOMPANIMENT FOR OUR DANCE AND TELL WHY WE MADE THAT CHOICE.

We used "FAME" from the musical/movie "fame". We chose this music because it has an upbeat tempo - fast, peppy, & interesting to choreograph & dance to. The costuming would have also been a lot of fun & easy to make in.

2. I CAN DESCRIBE THE LIGHTING FOR OUR DANCE AND TELL WHY WE MADE THOSE CHOICES.

The lighting for our dance will be all kinds of bright colors - red, yellow, orange, (white), green, blue, etc. - flashing throughout the dance all over the stage - left to right.

3. I CAN DESCRIBE THE COSTUMES WE CHOSE FOR OUR DANCE AND TELL WHY WE MADE THOSE CHOICES.

Our costumes could be 70's workout clothing - leotards w/ cut off sweatshirt, exercise shorts, possibly leg warmers, & dance/tennis shoes. If you wanted, you could create the costumes with flashier effects using sequins. Costumes can range from "dull" colors such as grey to brights.

4. I CAN DESCRIBE THE PROPS WE USED IN OUR DANCE AND TELL WHY WE MADE THOSE CHOICES.

NO PROPS