



Project Essential Questions

- How does Earth compare to other planets in our solar system?
- How can dance elements represent characteristics of planets through planned choreography?

PROJECT DESCRIPTION

In this component, students will study the planets of our galaxy and create a choreography piece that represents their planet. Students will understand the elements of dance, specifically movement qualities and how they can be used to express ideas. The students will be given the opportunity to make connections between movement qualities of dance and the characteristics of planets. The final outcome of this project will be a short film in which the students record their planet dance and learn how to edit a video that has been recorded.

LEARNING TARGETS

“I Can...”

- Compare and contrast the size of my chosen planet relative to the Earth
- Compare and contrast the surface and atmospheric features of my chosen planet relative to Earth
- Decipher the relative distance from the sun and my chosen planet
- Examine the ability to support life on Earth to my chosen planet

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Units provide differentiated ideas and activities aligned to a sampling of standards. The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

DURATION: 4 Days

Project Description	Learning Targets
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ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● How does Earth compare to other planets in our solar system? ● How can dance elements represent characteristics of planets through planned choreography?

STANDARDS

Curriculum Standards	Arts Standards
<p>S6E1. Students will explore current scientific views of the universe and how those views evolved. c. Compare and contrast the planets in terms of size relative to the earth, surface and atmospheric features, relative distance from the sun, ability to support life</p>	<p>DMSPFD.2. Understands and models dance etiquette as a classroom participant, performer, and observer</p> <p>DMSPCR.1. Demonstrates an understanding of creative and choreographic principles, processes, and structures</p> <p>DMSPCR.2. Demonstrates an understanding of dance as a way to create and communicate meaning</p> <p>DMSPRE.1. Demonstrates critical and creative thinking in all aspects of dance</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● Planet ● Gravity ● Solar system ● Relative size ● Relative distance ● Atmospheric features ● Orbit ● Ellipses ● Dwarf planet 	<ul style="list-style-type: none"> ● Locomotor: a movement that travels through space ● Non-locomotor: a movement that does not travel through space ● Levels: one of the aspects of the movement element space; in dance there are 3 basic levels - high, middle and low ● Pathways: the designs traced on the floor as a dancer travels across space; the

<ul style="list-style-type: none"> • Planetary motion • Inertia • Gravitational attraction 	<p>designs traced in the air as a dancer moves various body parts</p> <ul style="list-style-type: none"> • Shapes: an interesting and interrelated arrangement of body parts of one dancer; the visual makeup or molding of the body parts of a single dancer; the overall visible appearance of a group of dancers • Movement qualities: Percussive, vibratory, swinging, sustained, suspended
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TECHNOLOGY INTEGRATION

<ul style="list-style-type: none"> • Green Screen Technology • Video Camera • Video Editing Software, such as iMovie

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Teacher led questioning through activating strategy and main activity 	<ul style="list-style-type: none"> • Planet Movement Video

MATERIALS

<p>Video camera, recording device, “green” screen, selections of music pieces/songs, various prop materials, chart paper, notebook paper, writing instruments</p>

<p>Activating Strategy (5-10 min)</p>
<ul style="list-style-type: none"> • Explore movement qualities of dance through a warm-up, concentrating on the following elements of dance: level, space, shape, pathways, and movement qualities.
<p>Main Activity</p>
<p>Part 1</p> <ul style="list-style-type: none"> • Students will identify characteristics of planets. When they identify an attribute they will perform a movement or action to represent it non verbally. (This will set the tone for this project.)
<p>Part 2</p> <ul style="list-style-type: none"> • Students select a planet/group. • Students will begin to research their planets.
<p>Part 3</p> <ul style="list-style-type: none"> • With their partner, students will discuss characteristics/attributes of their assigned/selected planet that they are going to represent through their choreography. • Students will begin to choreograph their planet dance. Remind the students to think about the elements of dance that they learned about during the Activating Strategy.

- Students must select music (from given choices) that also represents the feeling/mood/attributes of their planet.

Part 4

- Utilizing costuming and props, students will create a choreographic work to represent their planet.
- Choreography will be recorded in front of a green screen.
- Students must select visual images of their planet to be placed in edited work.
- Students will edit their film using iMovie or a similar type of software.
- Students will add their selected musical pieces along with the background images for the final touch.

Part 5

- When all films have been completed have a film screening session in order for the groups to share their films.

Classroom Tips:

- Student groups will need space to work, plan and choreograph.
- Give them the dimension of the screen or camera reach before planning begins.
- There will be noise, but understand this should be on-task “chatter.”
- Some groups will need more guidance than others in getting ideas together.

REFLECTION

Reflection Questions

- What dance elements did you use to represent size, features, distance, and life? How do they represent these things for your planet?
- What background image and music did you choose? Why?
- What movement choices did you make and why- what were they representing?
- Why did you choose that costume, prop, music, etc.?
- How did you make your decisions, what changes occurred in the choreographic process?

DIFFERENTIATION

BELOW GRADE LEVEL/EL STUDENTS:

- Create a class work on one selected planet, remove options for self-selection of music, props, and costumes.

ABOVE GRADE LEVEL:

- Add in additional elements/requirements. Add another planet to be represented in complete work and relationship between the two planets also must be represented in choreography.

ADDITIONAL RESOURCES

- Pictures and images of planets' surface, atmosphere, colors to help ignite ideas
- Gustov's "The Planets" (piece of music)

Books

- *Astronomy in the Real World* by Susan E. Haman
- *Beyond the Solar System: Exploring Galaxies, Black Holes, Alien Planets, and More: A History with 21 Activities* by Mary Kay Carson

- *The Milky Way and Beyond: Stars, Nebulae, and Other Galaxies* by Explorer's Guide to the Universe/Erik Gregersen
- *Galaxies* by Howard K. Trammel
- *20 Fun Facts about Galaxies* by Michael Sabatino
- *A Trip through the Milky Way* by Heather Moore Niver

APPENDIX

- **Written Reflection Sheet**
- **Video examples of student work**

CREDITS

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Reflection Questions - Dancing with Planets

- 1) What dance elements did you use to represent size, features, distance, and life? How do they represent these things for your planet?

- 2) What background image and music did you choose? Why?

- 3) What movement choices did you make and why- what were they representing?

- 4) Why did you choose that costume, prop, music, etc.?

- 5) How did you make your decisions, what changes occurred in the choreographic process?
