MOVING WORDS: INTEGRATING DANCE AND WRITING FOR CREATIVE EXPRESSION
Grade Band: 9-12
Content Focus: Dance & ELA



LEARNING DESCRIPTION

Integrating dance and choreography into writing can enhance the narrative by adding dynamic expression, rhythm, and movement to the storytelling process. The purpose of integration is for students to watch dance and use context clues to identify the main idea and supporting details. Students will also use brainstorming, identifying a main idea and supporting details, as a device to create choreography.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can identifying the main idea and supporting details in choreography enhance our understanding and interpretation of a dance performance?	I can identify the main idea and supporting details in a text, conversation, or performance to better understand and explain its overall message. I can use the main idea and supporting details to create choreography.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
9th Grade Literature and Composition: ELAGSE9-10RL2 Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **10th Grade Literature and Composition:** ELAGSE9-10RL2 Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	DHSD1.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. DHSD1.CR.2 Demonstrate an understanding of dance as a form of communication. DHSD1.RE.1 Demonstrate critical and creative thinking in all aspects of dance. DHSD1.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
ELA.E1.OE.2 Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. ELA.E1.OE.3 Make inferences to support comprehension. ELA.E1.OE.4 Collaborate with others and use active listening skills. ELA.E1.OE.5 Cite evidence to explain and justify reasoning. ELA.E1.AOR.1.1 Analyze how perspective, context, and/or key elements deepen meaning or enhance style. ELA.E1.AOR.2.1 Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text. ELA.E1.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose.	**Anchor Standard 1:** I can use movement exploration to discover and create artistic ideas and works. **Anchor Standard 2:** I can choreograph a dance. **Anchor Standard 3:** I can perform movements using the dance elements. **Anchor Standard 5:** I can describe, analyze, and evaluate a dance.

ELA.E1.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences.	

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary

• Author – A writer of a book, article, or report
• Central idea – The main idea is the central point or message of a text
• Theme – The central idea, message, or underlying meaning in a piece of writing, art, film, or other forms of creative work
• Supporting detail – The statements that support (go along with) the main idea
• Setting – The place or type of surroundings where something is positioned or where an event takes place
• Character – A person in a novel, play, or movie
	• Choreography: The art of designing and arranging sequences of movements, steps, and gestures to create a dance piece
	• Choreographer – The person who designs or creates a dance piece
	• Body – The dancer's body and how it is used
	• Types of energy:
	  ○ Percussive – Refers to the quality of movement characterized by sharp starts and stops;staccato jabs of energy
	  ○ Suspended – Occurs in a moment of resistance to gravity, such as the instant in which a dancer hangs in space at the top of a leap
	  ○ Sustained – Smooth and unaccented; there is not apparent start or stop, only a continuity of energy
	  ○ Swinging – Established by a fall of gravity, a gain in momentum, a loss of momentum,and the repeated cycle of fall and recovery, like that of a pendulum
	  ○ Vibratory – A quality of movement characterized by rapidly repeated bursts of percussive movements like "a jitter"
	• Space:
	  ○ Level – One of the aspects of movement (there are three basic levels in dance: high,middle, and

	low) ○ Pathway – Designs traced on the floor as a dancer travels across space; the designs traced in the air as a dancer moves various body parts ○ Shape – Refers to an interesting and interrelated arrangement of body parts of one dancer; the visual makeup or molding of the body parts of a singular dancer; the overall visible appearance of a group of dancers ● Time: ○ Tempo – Refers to the pace or speed of movement ● Action: ○ Locomotor – A movement that travels through space ○ Non-locomotor – A movement that does not travel through space

MATERIALS

- A selected piece of choreography to watch
- Brainstorm planning web or concept map
- Music
- Paper and pencils

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Discuss the similarities between a choreographer and an author, such as how both are creators and storytellers.
- Watch a selected piece of choreography.
- Have students identify the story elements in the choreography–who are the characters? What is the setting? What was the beginning, middle, and end?.
- Have students identify the main idea and supporting details in the choreography.
    - Have students infer what the choreography was about using supporting details from the choreography.

Work Session

- As a whole group, discuss how choreographers plan choreography just how writers brainstorm for their writing/essay.
- Practice a brainstorm for choreography together exploring different types of movements, levels, and energy qualities (see Arts Vocabulary).
- Break students into small groups.
- Assign or have groups select a main idea/topic for their choreography.
- Have students brainstorm for their choreography using a concept map, web, brainstorming bubbles, or other type of strategy.
- Remind students to keep in mind the elements of dance: body, action, space, time, and energy, and how they can be used to help express their thoughts/ideas (see Arts Vocabulary).
    - For younger students, focus on a limited number of elements.
- Have students create and share their choreography.
- Have students write the story of their choreography including the theme/central idea and supporting details/evidence displayed in the dance.
    - Their stories should have narrative techniques like setting and characters, a problem, established point of view, clear progression of experiences or events, and figurative language.

Closing/Reflection

- After watching each group's choreography, the audience (class) will identify the movements they saw in the choreography that were the supporting details of the main idea of the choreography.
- Students will answer: How did these movements help you understand the main idea/story?

ASSESSMENTS

Formative

- While groups are working on choreography, ask the students questions about their choreography and choreographic choices.
    - What is the main idea?
    - What supporting details are in your choreography?
    - Have them demonstrate them to you.

Summative

- Ask the choreographers to tell you or write about their choreographic process and how they selected the movements and their sequence to support the theme/central idea.
- Have the students write the story of their choreography including the theme and evidence/supporting details displayed in the dance.

DIFFERENTIATION

Accelerated: Have students write a choreographer's artistic statement about their work. This would include a personal explanation of their artistic vision, process and goals. It's a way for them to communicate their inner voice to the audience.

Remedial: Create a dance collaboratively as a class.

- Teacher assign the theme/central idea
- Have each group create choreography for one element that supports the theme/main idea.

- As a whole class put the elements together in a sequence that best supports the theme/central idea.

ADDITIONAL RESOURCES

This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.

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