



SOCIETY FOR THE PERFORMING ARTS
Bringing the World's Best to Houston



Collaborative Arts Project – Sample Dance Lesson Plan

How can I bring CAP to my classroom?

The Collaborative Arts Project (CAP) is an innovative residency that is providing Fine Arts teachers with customizable support during the 2020-2021 school year. The program includes pre-recorded video lessons and classroom materials for teachers to implement on their own schedule based on student needs. These lessons will support students to deepen their artistic practice, improve creative writing skills, and engage in social-emotional learning.

CAP curriculum framework* is aligned with middle school Fine Arts TEKS and provides a standard structure of project-based learning through the following four strands of inquiry: perception, creative expression, historical/cultural heritage, and response/evaluation. The 5E model & framework is customizable to meet individual teacher and classroom needs in partnership with the SPA Education team.

*For more detailed information regarding curriculum and customization, please contact SPA Education.

Every classroom receives the following:

- Ten (10) pre-recorded classroom lessons and materials
- One-on-one support between the teacher and SPA's Education team to implement the classroom sessions successfully

Cost: For information about the cost of this program, contact SPA Education. Full and partial scholarships are available on a need basis through an application process.

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Texas Essential Knowledge & Skills (TEKS)

Aligned for 8th grade instruction, similar TEKS for 6th & 7th available.

§117.207.b.2.B	Demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes;
§117.207.b.3.C	Evaluate the use of dance elements in practice and performance incorporating technology and elements of dance production;
§117.207.b.4.B	Evaluate movement characteristics of historical and cultural dance forms and the contributions of their artists;
§117.207.b.5.B	Create relationships between dance and other content subjects;
§117.207.b.5.D	Interpret, evaluate, and justify artistic decisions of personal dance works.

www.tea.texas.gov

Social-Emotional Learning (SEL) Competencies

Self-Awareness	Students will practice this competency by identifying the emotions that the video observation evokes for them personally.
Self-Management	Students will practice this competency by (depending on the method of instruction) self-managing their schedule, completing tasks on-time with thoughtfulness and confidence.
Social Awareness	Students will practice this competency by taking the perspective of the dancer in the video, identifying and empathizing with the emotions expressed in the video, recognizing tone. Students may appreciate diversity by experiencing a dance performed by someone of a different culture or background depending on the video shown.
Relationship Skills	Students will practice this competency by engaging respectfully and participating in class discussions, sharing their ideas and responding to others with constructive feedback.

www.casel.org/core-competencies



Lesson Plan

Big Idea Perception: Different creative disciplines have different elements, modes, and capabilities that make them unique.			
Essential Question What do movements reveal when we describe them?			
SE Phase	Activity	Students	Teacher
Engage	Watch & observe dance video	Watch video and write down as many observations about the video.	Invite students to pay attention to elements of dance as they observe video, and write down at least one observation for each element.
Explore	Classroom discussion of observations	Share the observations they wrote down.	Moderate discussion, ask guiding questions (see below).
Explain	Define key terms uncovered during observation & discussion	Learn key terms and engage with video context & source material.	Provide definitions of key terms in context. Share background information about the dance video (choreographer, dancers, location, themes).
Elaborate	Short Narrative/Poem	Using knowledge gathered, students write their own short poem or story in response to the dance video.	
Evaluate	Group share-out	Students share the written pieces they have created with the group.	Moderate discussion, provide positive space for personal reflection and constructive feedback.

Guiding Questions:

- How did you feel while watching this video? Did it resonate with you? What thoughts/emotions came to mind?
- What do you think was going on during the dance? What emotions were conveyed during the dance?
- Where did the dance take place? What did you notice about the physical space (lighting, scenery, costuming, etc...)?



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It is best to spread this lesson out over two or more meetings. We suggest the following break-down based on class type:

In-Person Learning

- Class 1: Observe video, discuss observations and key terms
- Homework: Write short narrative/poem
- Class 2: Refine written piece with teacher assistance, share written pieces with the group & discuss

Synchronous Remote Learning

- Homework: Students watch video and write observations
- Class 1: Discussion of observations & key terms
- Homework: Write short narrative/poem
- Class 2: Share written pieces with the group & discuss

Asynchronous Remote Learning

1. Students watch video & record observations
2. Students share observations with teacher to receive feedback
3. Students look up definitions of key terms/video context
4. Students share what they have learned with teacher for feedback
5. Students write short narrative & record themselves reading their piece
6. Recordings are shared with the group via Padlet.com or shared playlist
7. Students are required to post feedback/comments on 3 of their peers' videos

Resources

Mountain Fire, Holding Still at the Getty Villa

Credits: dance artist taisha paggett and sound artist Yann Novak created in collaboration with visual artist Gregory Barnett and movement artist Marbles Jumbo Radio (skip to 00:27)

https://www.youtube.com/watch?time_continue=1&v=PUaJX-8ruUg&feature=emb_title

- Information about the piece:
http://www.getty.edu/museum/programs/courses/mountain_fire_holdingstill.html

New Second Line by Camille A. Brown

<https://www.youtube.com/watch?v=6UbpxCQTV34&list=UL6UbpxCQTV34&index=1114>

- Camille A. Brown bio: <http://www.camilleabrown.org/camille>
- New Second Line TED Talk: https://www.ted.com/talks/camille_a_brown_new_second_line

Storm, by Joshua Bergasse (skip to 00:10) *SPA Co-Commission!

https://www.youtube.com/watch?time_continue=20&v=z2ZBnK7iSd8&feature=emb_title

- See YouTube video description for artist statement & bios