



## **Goal Statement**

### **Raegan Wood Sanders and Laura Marchese Young Audiences New Jersey & Eastern Pennsylvania Dance to Learn 16 Day 1<sup>st</sup> Year Dance Residency**

Through the practice of dance as art, first years in this residency will acquire knowledge and skills of dance elements while developing their individual creative voices. Teachers and students engaged in imaginative movement exploration will experience dance as a meaningful and communicative medium. The greater school community will be empowered by the experience of dance as relevant and integral to the educative process. This curriculum will also incorporate the Young Audiences signature program comprised of the four elements: experiencing, understanding, creating and connecting to art.

#### Goals:

This residency will address or exceed NJ Core Curriculum Content Standards in dance. Students will experience movement as an opportunity for expression beyond the limits of verbal language.

- This residency will provide participating teachers with knowledge and skills of dance as well as tools for making creative connections in their classrooms.
- This residency will empower the school community with the understanding that dance is essential to the educative process.

#### Strategies:

- This residency will use the fundamental elements of dance namely space, time, and energy as the foundation for its exploration.
- This residency will emphasize the creative exploration of dance as an expressive art form.
- This residency will allow for integration of other areas of academic as well as artistic study.

## Curriculum Overview

### **16 Day 1<sup>st</sup> Year Dance Residency**

#### **Rationale:**

This residency takes dance as an art form as the jumping-off point for creative exploration and integrated learning. It aims to expand knowledge and experience of dance while creating connections between subject areas, into personal life experiences and across individual intelligences. The 16-day residency will be divided into two units the first unit containing nine lessons and the second unit containing seven lessons. The first unit will highlight the basic dance elements of space, time and energy while the second unit focuses on the co-creation of a dance piece. Each unit will include creative exploration as well as critical analysis. The two units include integration of other subject areas of learning where appropriate. Each lesson plan within a given unit will be based on a 40-45 minute class period and will include creative movement activities geared toward specific learning objectives.

#### **Unit One – The Elements of Dance**

NJ Core Curriculum Content Standards addressed:

Visual and Performing Arts – 1.1, 1.2, 1.3, 1.4

#### **Unit Overview:**

Unit One contains nine lessons and includes the large questions of who, what, where, when, and why we dance. The elements of dance: space, time, energy, and the body will be explored in a circular design such that each element is introduced and then reviewed in later lessons. Students will understand dance as art and, through seeing live performance, through improvisation, and through the exercising of creative choice, will begin to develop and understand the aesthetic value of dance as an expressive medium. Multicultural and historic aspects of dance will be discussed. Students will learn beginning dance vocabulary. Elements of critical analysis will be included throughout.

#### **Unit Two – Co-Creation and Sharing**

NJ Core Curriculum Content Standards:

Visual and Performing Arts – 1.1, 1.2, 1.3,1.4

#### **Unit Overview**

Unit Two contains seven lessons and includes the larger goal of choreography. The teaching artist will co-create a performance piece with the students based on an integrated subject area of learning agreed upon by the teaching artist and classroom teacher. Specific examples of 1<sup>st</sup> year themes are given. A template for suggested performance structures will be provided but adaptability in structure and content is possible. The piece will be built on the students' prior learning experience from Unit One and will demonstrate their acquired knowledge.

# **Curriculum Guide**

## **Unit One – The Elements of Dance**

### **NJ Core Curriculum Content Standards addressed:**

**Visual and Performing Arts – 1.1, 1.2, 1.3, 1.4**

#### **Unit Overview:**

Unit One contains nine lessons and includes the large questions of who, what, where, when, and why we dance. The elements of dance: space, time, energy, and the body will be explored in a circular design such that each element is introduced and then reviewed in later lessons. Students will understand dance as art and, through seeing live performance, through improvisation, and through the exercising of creative choice, will begin to develop and understand the aesthetic value of dance as an expressive medium. Multicultural and historic aspects of dance will be discussed. Students will learn beginning dance vocabulary. Elements of critical analysis will be included throughout.

#### **Goals and Objectives/Outcomes**

**Goal: Students will gain knowledge and skills about the meaning and purpose of dance.**

##### **Objectives/Outcomes:**

1. Students will experience live performance.
2. Students will engage in discussion about who, what, when, where, and why people dance.
3. Students will, through creative movement exercises, express ideas about themselves and the world.

**Goal: Students will gain knowledge and skills about the basic elements of dance.**

##### **Objectives/Outcomes:**

1. Students will explore the basic elements of dance: space, time, and energy.
2. With guidance, students will be able to make creative choices using the basic dance elements.
3. Students will be able to understand some of the meanings and purposes of the basic dance elements.

**Goal: Students will gain knowledge and skills about dance as structured choreography and as a performing art.**

##### **Objectives/Outcomes:**

1. Through critical analysis, students will develop their eye for choreographic structure.
2. Through creative process, students will develop their individual creative voices and experience committing to creative choices.
3. Through seeing live performance, students will develop a greater appreciation for the role of performer and audience.