

CODE Lessons and Units with Adaptions for Distance Learning

Dance

Unit Focus	Strategies for Adapting to an Online Learning Environment
Dance and Environmental Education	Students may use artifacts from the environment around them (their homes, backyards) or photograph elements of nature nearby and use these as a stimulus for dance. Using dance notation or recording equipment, students can create choreography that shows the connection between movement and the natural world.
Dance and Identity	Students may use journal writing and interviews to reflect on their identity and how it may be expressed through gesture and movement. Students can create their own solo 'dances of identity' using the elements of dance, and transcribe these into dance notation, storyboards, or recorded choreography.
Financing Dance	Students may research careers in dance, as well as organizations that provide support and funding for dance artists, such as the Ontario Arts Council . Students may also wish to research the ways in which COVID-19 is affecting artists and arts organizations, and the programs being created to support them. Working independently or collaboratively, students may design and propose their own dance projects for grant funding, create online slideshow presentations on careers in the arts, or create persuasive writing about the importance of arts and artists during times of crisis.
Finding Balance: Dance and Mental Health	Students may use journal writing and reflective activities to explore the idea of 'balance' during challenging times such as a present COVID-19 crisis. They may research resources and organizations that provide support for mental health, or research ways in which physical movement, dance, and exercise benefit us physically and mentally.