

COVID ADAPTATION: EMBODYING THE DANCER

OVERVIEW

Dance - Senior - Public

General Tips for Safety in our Classrooms:

- ❖ Stay home if you are feeling ill or showing signs of COVID 19
- ❖ Avoid contact before, during and after school hours with people who are sick
- ❖ Wear a mask and/or a shield. All secondary teachers and students must wear them.
- ❖ Practice mask wearing etiquette (see [infographic posted](#))
- ❖ Because students are not touching one another, masks should not be a safety problem in dance or drama work.
- ❖ Although the government allows people in schools with masks to work 1 metre apart, CODE recommends that all dance and drama work be done with 2 metres of social distancing in effect to maximize safety.
- ❖ Ensure students are hydrated at all times as masks can be hot.
- ❖ If you have more than one classroom door, designate an in & out door
- ❖ Greet each other with a smile, bow or nod
- ❖ Agree with the students on a signal or word they will use if they feel others are getting too close to them. Practice it to normalize its use.
- ❖ Open doors and windows to allow air flow
- ❖ Work outside whenever possible
- ❖ Wash your hands with soap and water frequently
- ❖ If soap and water are not available, sanitize your hands at the beginning and end of class
- ❖ Post info-graphics about coughing, sneezing and mask wearing etiquette
- ❖ Practice good cough and sneezing etiquette (see [infographics posted](#))
- ❖ Avoid touching your face
- ❖ Use assigned seating
- ❖ Class circle should be larger than normal or staggered to accommodate physical distancing
- ❖ Use more groups with smaller numbers of group members
- ❖ Project or send electronic versions of handouts & course outlines rather than using paper
- ❖ Post or project handouts and success criteria on the wall

Dance Specific Tips:

- ❖ To ensure adequate distance practices, tape out designated spots for students which are 2 metres apart. Use different colour tape to mark out pathways for across the floor work and designated teacher instruction space.

- ❖ If space and safety allow consider working in outdoor settings in order to maximize on space
- ❖ If using mats ensure proper sanitizing practice and encourage students to bring their own
- ❖ If going across the floor work consider using tape to indicate pathways
- ❖ Avoid the use of costumes and props.
- ❖ If used, never share them.
- ❖ Store individual costumes and props in a separate plastic or garment bag
- ❖ Clean equipment and props (e.g. lighting and sound) before and after use
- ❖ Special attention must be paid to sanitizing barres (if used) and floors.

Online Strategies for this Unit:

- ❖ Use digital platforms as requested by your board for sharing of documents.
- ❖ Body mapping and labeling of physiological systems can be done via a virtual classroom independently by students.
- ❖ Consider the use of synchronous and asynchronous platforms for student conferencing
- ❖ Students may record their work using their own devices and share with teachers and classmates for feedback and growth opportunities.

Safety Adaptations specific to the instructional strategies and dance conventions are embedded in green throughout the lessons.

Unit Overview

Context

Dance is a unique art form because artist, instrument and creation are all housed within the body. For this reason, it is critical that students of dance become physically and emotionally conscious on both an objective/anatomical level and subject/creative level. Through greater body awareness, the dancer is able to more intelligently create processes that will lead to healthy, authentic work. This unit is best placed toward the end of a course so that students can draw on the techniques of the various dance forms studied and the alternative practices that benefit the dancing body.

Summary:

This unit will give senior dance students the opportunity to explore and document a physical, creative, and critical process independently, with ongoing modeling and prompting by the teacher. By design, it will draw on and develop the intrapersonal skills of each student. Dancers will show their understanding of their current physical condition, remediate areas of need, build on existing strengths and choreograph a work that has autobiographical influences.

Overall Expectations

- A1. The Creative Process: use the creative process the elements of dance (body, space, time, energy, and relationship), and a variety of sources to develop movement vocabulary;
- A2. Choreography and Composition: combine the elements of dance in a variety of ways in composing individual and ensemble dance creations;
- A4. Performance: apply dance presentation skills in a variety of contexts and performances.
- B1. Critical Analysis Process: use the critical analysis process to reflect on and evaluate their own and others' dance works and activities;
- B2. Dance and Society: demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities;

C1. Physiology and Terminology: demonstrate an understanding of the physiology of movement as it relates to dance, including correct terminology

C3. Responsible Practices: demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in dance activities

Unit Guiding Questions

What are points of intersection between the physical body and the expressive body?

How does intuitive creativity mesh with the theme or stimuli to create choreography?

Why do you dance? What has this art brought into your life?

How can you continue to develop as a dancer?

Lesson Guiding Questions

Lesson 1 - Mapping the Body

What significant changes in your physical conditioning (or development) have you noticed throughout this course?

What are points of intersection between the physical body and the expressive body?

Where are the areas of strength, weakness, flexibility, tightness, injury, imbalance and/or hyper-extension in your body?

Lesson 2 - The Healing Art of Dance

How does training in a variety of dance forms expand your awareness of the possible positions and movements of different parts of your body (your kinesthetic range?)

How can you continue to develop physically, emotionally, intellectually and creatively as a dancer?

How can you apply your knowledge of dance techniques and training methods to address your body's needs?

Lesson 3 - Dancing Ourselves

What concrete movements and choreographic structures can you use to illustrate the abstract idea you want to express?

How does intuitive creativity mesh with theme or stimuli to create choreography?

What personal story, interest or experience would be meaningful to you to explore through dance and performance?

Lesson 4 - The Art of Critiquing with Kindness

How can you use your artistic community to help you develop as a dancer?

In what ways can it be enriching to collaborate with fellow artists, when working on an independent project?

Lesson 5 - Performance - the Art of Giving

In what ways does an audience become a part of a live dance performance?

Based on your focal points of creating a solo dance, what criteria are you interested in having assessed?

Assessment and Evaluation

Assessment and Evaluation: How will students demonstrate their learning

Assessment of learning:

The culminating assessment for this unit uses the elements of dance to create and perform a solo work inspired by a theme of personal significance (e.g., a theme suggested by an environmental, or social issue or of a life experience). This will be evaluated using a rubric that is co-constructed with the students.

Two assessments of lesser weighting will also be assigned.

- Students will design a Body Map that identifies various areas of strength and need within their physical bodies.
- The Body Map will be used to develop a personalized conditioning sequence that combines techniques and addresses the specific needs of the dancer.

Assessment for Learning:

Checkpoint#1/Lesson #1

Observation, Completion of [BLM #1](#), Peer feedback

Checkpoint #2/Lesson #2

Side-coaching, Observation, Self-assessment

Checkpoint #3/Lesson #3

Observation, Side-coaching, Student/Teacher conferencing

Checkpoint #4/Lesson #4

Peer-assessment, Observation, Side-coaching

Unit Lessons: How will assessment and instruction be organized for learning?

Lesson 1: Mapping the Body

Students individually document their current physical condition by coding and coloring an anatomical picture of a human body representing themselves.

Lesson 2: The Healing Art of Dance

Students develop a twenty minute conditioning sequence that targets their areas of need, as identified from their Body Maps in Lesson 1. This sequence will be used as a daily warm-up for the duration of this unit.

Lesson 3: Dancing Ourselves

Students are guided through the creative process and develop material for a solo, duet, trio or small group dance work.

Lesson 4: The Art of Critiquing with Kindness

Students work in **small groups while maintaining safe distance** and use the critical process to provide feedback for one another's solo creations. Emphasis is placed on ways to nourish and inspire a fellow artist in his/her pursuits while maintaining honesty.

Lesson 5: Performance - the Art of Giving

Students negotiate with the teacher on what they wish to be evaluated on, based on their experience of the process. The following class will be the culminating task of this unit: The Dance Performances