

COVID ADAPTATION: EMBODYING THE DANCER

Secondary Dance - Senior - Public

Lesson 5: Performance, the Art of Giving

Physical Distancing Adaptations

When conducting these warm-ups and conventions, it is important to adhere to the Physical Distancing guidelines from your school board. Students should remain 2m apart at all times. Students in grades 4 - 12 are required to wear a mask. Although the government allows students 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. Think about using alternate learning spaces such as the gymnasium, library or school yard.

Whole Class Instruction: With floor tape, demark areas where students can stand in the classroom with a metre grid or a peripheral circle so that they can participate in drama/dance conventions at a safe distance from one another. Floor tape that is slip-resistant and made of vinyl to prevent wear and tear during cleaning is recommended.

Partner work: Students can face a partner 2m across from each other. When face to face, outstretched hands should not touch one another. Refer back to personal-space warm-ups.

Small Group work: No more than 3 or 4 students per group to allow for recommended spacing of 2m between students.

If you must move your desks to create space, please ensure that each student is moving only their own desk and chair and then retrieving their own desk and chair in order to avoid contact with others belongings.

Refer to *General Tips for Safety in our Classrooms* in the Overview.

Safety adaptations specific to the instructional strategies and dance conventions in this lesson are embedded in green throughout it.

Equity Considerations:

When inviting students to create something at home to bring to the classroom for personal use, teachers need to be aware of possible equity issues for students without the resources or ability to do this without support; teachers may choose to have craft materials still in their packaging available to distribute to those who need them.

When deciding if technology and online applications or software is the best route for your adaptation to physically distance learning, you must be aware of the technological needs, internet capability and capacity of your students. The utilization of technology to substitute in

person collaboration can create equity issues related to the socio-economic status of the household, or access to the internet (e.g., rural versus urban internet capacity). Please take into account the differentiations and adaptations that meet the needs of your students.

Critical Learning

The only person who genuinely knows what is learned in an experience is the student. Though the teacher is given the authority to evaluate learning, the student is the true assessor. In the final lesson of this unit, students will be given the opportunity to consider their personal journey through "Embodying the Dancer". As a group, the class will be consulted on what criteria they wish to be evaluated on. The students will learn to take partial ownership of the evaluative process.

Guiding Questions

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

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

Curriculum Expectations

Creating, Presenting, Performing

A4. Performance: apply dance presentation skills in a variety of contexts and performances.

A4.2 use a variety of tools of stagecraft in increasingly complex or imaginative ways to enhance their dance performances

A4.3 demonstrate both an intellectual and an emotional understanding of the artistic and expressive intent of a work in rehearsals and performances

Foundations

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

C3.1 model responsible, constructive behaviour in interactions with others during the creation and production processes

C3.2 demonstrate leadership skills during the creation and production processes

Learning Goals

(Unpacked Expectations)

At the end of this lesson, students will be able to:

- work cooperatively to assist the teacher in determining what should be assessed in the Dance Creation
- determine what has been most meaningful to them through the process of the unit and the creation of their dance
- **share** their dance creations for the class

Instructional Components

Readiness

Students need to be familiar with the four categories of assessment and how dance course material can be assessed under each heading.

Students need to be mentally, physically and emotionally prepared for the performance. At the end of the first class in this lesson, it may be wise for teachers to give an overview of what the following day will look like so the students can visualize it.

Terminology

Knowledge/Understanding

Thinking/Inquiry

Communication

Application

Materials and BLMs

- Dancers must share their music ideas digitally with their teacher so it is ready for their performance.
- Sound System Teacher will be the only one in contact with the sound system.
- Projector and Computer - Teacher use only.
- [BLM #8 Brainstorming Assessment Criteria for the Solo Dance Performance](#)
- Completed BLMs 1, 2 and 3; ready for submission

How to use Materials and BLMs during Physical Distancing

In a classroom following physical distancing guidelines it is important to reduce the amount of paper and other materials distributed in class. Many Dance & Drama experiences include source images and text which can be projected safely instead of distributed to students. To avoid the use of hand-held manipulatives and artifacts, take photos of them and project the images to students.

Often *Black Line Masters* (BLMs) are given to students to generate ideas, report, self-assess, peer assess, reflect, and to use as final exit cards. BLMs in our resources are all PDFs. Some can be projected, however others will need to be converted for independent or group use.

A few ways to do this include:

1. Convert the PDF to a Word or Google Doc and assign it to individuals or groups of students via Google Classroom:
 - Download the PDF onto your hard drive

- Upload the PDF into your Google Drive
 - Open *file as a Google Doc*
 - Reformat as needed
 - Share copies with students
2. Create slides and assign them to individuals or groups. The slides have the original document as a background and add a text box on top of it so that students can type into it.
 3. Put the questions on a Jamboard or other collaborative interactive program and assign a board to each group.

Minds On

Approximately 30 minutes

Individual > Conditioning Sequence

*At the start of the first class in this lesson, have students practice their conditioning sequence for the last time. Ask students to submit BLMs [1](#), [2](#) and [3](#) **digitally** for assessment.

Individual/Pairs/Whole Class > Think, Pair Share

Tell the class to think quietly for a moment about their opinion with regards to the following question: "*What is important for the audience to appreciate when I perform?*" Give the students wait time to consider multiple answers. Invite students to share their thoughts with the class and encourage the class to practice good listening skills.

Action!

Approximately 40 minutes

Partners > Graphic Organizers, Lettered Heads

Divide students into **their working groups for their dance piece while maintaining safe physical distance**. **Digitally project** a copy of [BLM #8 Brainstorming Assessment Criteria for the Solo Dance Performance](#) for the whole class. Direct students to think of as many answers as possible under each heading. **They may record these ideas on their individual materials and devices**. Pairs can present their information to the rest of the class. The class is encouraged to add information to their own sheet. Digitally collect the Graphic Organizers. Use these to develop the rubric for Dance Performance.

Consolidation

Approximately 70 minutes

Whole Class > Sharing of Dance Creations

Lead students in a short breathing or focusing exercise before giving them time to prepare for their performances. Organize in advance the order of the presentations. **Be sure to direct students to safely distanced spaces as audience members and performers in order to maintain the 2 metre distance between students.**

Enjoy the work of your students while using the collectively constructed rubric to assess each student's Dance Creation work.

Time permitting, have audience members describe their experience of each **dance** creation. Remind audience members that each performance is a gift to its audience; all feedback should be given graciously.

Assessment for Learning (AfL)

The teacher looks for evidence in small group work that the students understand roles and norms and, based on students' work, provides concrete feedback about their group work during the creative process, rehearsal, and sharing of work.

Assessment as Learning (AaL)

Alternatively, the first class in this lesson can be done earlier in the unit so students can use the criteria they've established to self-assess while working. The current ordering of lessons allows students to give information to the teacher on what really matters in their completed work.

Differentiation (DI)

If the location that the students are performing in is different from the rehearsal space, ensure that dancers have an opportunity to practice in that space. This is especially important for students who are nervous or who find visual/spatial tasks challenging.

Link and Layer

Call on students to give examples of successful cooperative learning