

The Blueprint for Teaching and Learning in Dance: Sample Unit Template

Title of the Unit: Bob Fosse- Technique and History	Unit Dates: <u>January-February</u> — ____
Number of Class Sessions: 6 weeks	
Dance Teacher Name: Julia Shicatano School:	Benchmark(s): 8 th grade Blueprint Benchmark Grade/Class: 9 th grade
Unit Description What will students do in this unit? (one to three brief sentences) Students will be learning the history of Bob Fosse and using their understanding of the technique to develop phrase work.	
Big Ideas of this Unit: Students will understand that: <ul style="list-style-type: none"> Bob Fosse is a legendary dancer, choreographer, and director Fosse utilized his weaknesses as a dancer to develop his technique and style Theater Jazz culture is heavily shaped by Bob Fosse 	Essential Questions of this Unit: Students will answer: <ul style="list-style-type: none"> What was Bob Fosse's contribution to dance? What are the Bob Fosse movement terminologies? How can I develop choreography inspired by an artist?
Indicators of Student Learning	
CONTENT—Students will know: <ul style="list-style-type: none"> Basic concepts of Theater Jazz Bob Fosse signature style History and achievements of Bob Fosse How to use movement to portray a concept How to develop choreography using specific codified movement/props 	SKILLS—Students will be able to: <ul style="list-style-type: none"> Research a historical figure/ style Demonstrate their understanding to a group Improvise using a specific task Work alone and with a partner Revise work / give peer feedback Perform a self choreographed phrase for an audience

Dance Blueprint Strands Addressed (Check <u>ONLY</u> the components being assessed)				
Dance Making <input checked="" type="checkbox"/> Develop Skills and Techniques <input checked="" type="checkbox"/> Improvise <input checked="" type="checkbox"/> Choreograph <input checked="" type="checkbox"/> Perform	Developing Dance Literacy <input checked="" type="checkbox"/> Understand Dance as a Means of Expression and Communication <input checked="" type="checkbox"/> Apply Dance Vocabulary, Terminology and Symbols <input checked="" type="checkbox"/> Analyze, Critique and Communicate About Dance <input type="checkbox"/> Identify and Compare Dance Styles, Genres, Major Works and Artists	Making Connections <input checked="" type="checkbox"/> Understand Dance History and the Social and Cultural Significance of Dance (Theatrical, Ritual & Social Dances) <input type="checkbox"/> Connect Dance to Other Arts and Disciplines <input type="checkbox"/> Utilize Technology in Connection with Dance <input type="checkbox"/> Connect Dance to Health and Well-Being	Working with Community and Cultural Resources <input type="checkbox"/> Engage with Community and Cultural Institutions, Colleges and Universities <input checked="" type="checkbox"/> Use Dance Research Resources <input type="checkbox"/> Share Dance Experiences in and Between Schools	Exploring Careers and Lifelong Learning <input type="checkbox"/> Learn About Careers in and Related to Dance <input checked="" type="checkbox"/> Set and Work Toward Goals <input checked="" type="checkbox"/> Value Dance as a Source of Enjoyment and Lifelong Learning
New York State Dance Learning Standards Addressed				
<ul style="list-style-type: none"> DA:Re9.1.HSI a.Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology. DA:Pr4.1.HSI c.Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. 				

- DA:Cr1.1.HSII a.Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
- DA:Cn10.1.HSI a.Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.

Note: Only anchor standards are required. Include learning indicators only if you find them helpful.

Learning Experiences		
(Briefly describe each experience following the sequence of lesson plans)		
<ul style="list-style-type: none">• Week 1- Introduction to Bob Fosse and his history in dance by highlighting his achievements, his unique style and movement characteristics, as well as viewing videos and pictures. Traditional Jazz warm-up will occur every lesson.		
<ul style="list-style-type: none">• Week 2- identifying isolations in movement through Improvisation. Teacher directed phrase of "All That Jazz" emphasising isolations, specificity, detail, and energy using original choreography.		
<ul style="list-style-type: none">• Week 3- Movement introduction - Students are put into groups of two and become the "teachers" of the concept. Each pair is given one of 10 Fosse terminologies. Students must research the movement using the laptops/phones and prepare to teach their classmates the movement in an across the floor (only 5 will present that class). Start word wall where the terminology will be posted along with a photo of the movement.		
<ul style="list-style-type: none">• Week 4- Movement introduction- Review of previously learned terms with picture activity. 5 terminologies that were not taught the previous week teach the class and direct the across the floor. All words are added to the word wall with a picture.		
<ul style="list-style-type: none">• Week 5- Students begin the creation process of a solo or duet phrase incorporating the Fosse movements they learned and do a self assessment on their performance to revise and refine their work. Watch one other group or solo in the class and provide feedback.		
<ul style="list-style-type: none">• Week 6- Students perform their solo/duet phrase for the class and write a reflection on one of the Fosse choreographed works and their experience learning the style.		
Pre-Assessment		
What do students already know and understand about this area of Dance Making? <ul style="list-style-type: none">• Basic locomotor movements• Improvisation• Choreograph solo or with a partner• Performing for a group• Basic structures of a dance class	What skills related to this unit have students already developed? <ul style="list-style-type: none">• How to research using technology• Follow directions• Working with a partner• Remembering and performing a short phrase	
Unit Assessments		
Examples: Performance task with checklist, peer observation with feedback protocol, student self-assessment form, videotape of student work with scoring rubric, test with grading system, student journal writing coded for vocabulary Aligned to learning objectives and NYCDOE dance blueprint indicators		
Self-Assessment <ul style="list-style-type: none">• Self- assessment form of phrase• Task check-list for teaching of term• Performance check-list	Peer Assessment <ul style="list-style-type: none">• Peer observation with feedback of phrase• Peer feedback from performance• 	Teacher Assessment <ul style="list-style-type: none">• Videotape of student work with scoring rubric• Essay grading system• Exit slips
Resources		
(Books, music, articles, websites, etc.)		
<ul style="list-style-type: none">• Powerpoint/ Videos of choreography• Poster for terms• Music• Biography of Fosse / Powerpoint• All handouts/ assessment papers/ rubrics• Video camera		
Teacher Self-Assessment / Reflection Strategies		

<p>What worked well?</p>	<p>What should be changed? Provide suggestions.</p>
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