

Date:4/28/19	Subject: Dance	Grade: 10th and 11th
Lesson Topic: Social Justice	Class/Group Size:18	
Instructional Location: Middlesex County Vocational Technical High School		
I. Learning Objectives		
Central Focus of Lesson		
Students can use the Language of Dance Vocabulary to embody emotions relating to important topics of social justice.		
Lesson Objective(s):		Standards Addressed:
Content Objectives:		DA:Cr2.1.HSIII
1.Students will be able to exemplify a social justice topic through phrase work choreographed in groups.		a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent
2.Students will be able to synthesize Language of Dance vocabulary with emotions through words selected from an article.		
3. Students will be able to evaluate their peers’ choreography through written critiques.		1.3.12.A.2
Language Objectives:		Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
Students will be able to justify their choreographic choices in relation to a social justice topic by using the Language of Dance Vocabulary to describe movement.		
Key Vocabulary: Social Justice , Collaboration , Language of Dance movement vocabulary verbs (See Appendix), critique		
II. Lesson Consideration		
Class Demographics	Middlesex County Vocational Technical High School is located in a suburban area. This class is made up of grades 10 and 11. There are a variety of skill levels within the class technically. The majority of the students having been dancing for multiple years and attend dance classes out of school at studios. There is a smaller portion of students who are beginners and have only been dancing in school for a few years. Students have experience in multiple dance styles including hip-hop, jazz, ballet, lyrical, modern, contemporary. There is one IEP in the class for a student with Attention Deficit Disorder. For support, the student is offered extra time on assignment, breaks when requested, and graphic organizers.	
Prior Academic Learning and Prerequisite Skills	Students have studied the Language of Dance vocabulary and symbols, and have embodied the movements through improvisation. Students have experience collaborating with peers, creating phrases for solo and group performances, and engaging in high order thinking. Students have worked with Social Justice topics in the past through performances as well as school initiatives. Students have experience researching online.	

Misconceptions	<p>Students have trouble translating emotions through movement and creating movement that accurately supports a topic. While students have experience with creative movement, a disconnect is made apparent with generating authentic movement with a purpose. Additionally, students struggle to remember the different LOD movement vocabulary words or confuse their definitions.</p>
III. Lesson Plan Details	
<p>Lesson Introduction – “Before”</p> <p><i>Part A:</i></p> <p><i>“We will begin today by diving deeper into social justice topics that are interesting to us. Raise your hand if you can define social justice in your own words”</i></p> <p>-Teacher will lead a discussion asking students their definition of social justice in order to review and clarify concepts. The teacher will pick out a few key words to write on the board from the students’ definitions.</p> <p><i>“We are going to generate a list of social justice topics on the board, to think of as many as we can, think about issues you’ve seen on the news or issues in your community” .</i></p> <p>-Once the list is created, the teacher will combine like ideas to condense the list.</p> <p><i>Part B:</i></p> <p><i>“Next, we will be using the laptops to research a news article that represents one of the social justice topics we just listed that you are interested in exploring more about, or one you feel strongly about for our activity. I have written on the board a list of reliable websites and news sources you can use to select an article that is reputable.”</i></p> <p>-The teacher will hand out Language of Dance (LOD) key vocabulary sheet</p> <p>- A second paper will be handed out that is a graphic organizer with three columns: emotions column, a Language of Dance column, and a symbol column.</p> <p><i>“You will notice on your graphic organizer there is a column for emotions. As you read your article as a group, select specific words within the article that elicit emotions that represent and help others understand the story of the article and social justice theme. In the second column, you will select an LOD word from the key vocabulary paper that best corresponds with the emotional word you chose.”</i></p> <p>-Teacher will provide a few examples and demonstrations of how to express the emotion words in the article and select a corresponding LOD word. <i>“Topics that we wrote on the board include Racism, Discrimination, Poverty, Sexual Assault, Gender Identity. If the selected word in my article about sexual assault was Retreat, the LOD word I would choose would be Flexion because it demonstrates an inward motion that closes off and makes the body smaller”.</i></p> <p>- Teacher will instruct students to fill out the last column with the LOD symbol that is shown on the key paper.</p> <p>-Teacher will create groups based on who raises their hand for being interested in a certain topic. Groups must have at least 3 members.</p> <p>Students will select roles within the group. If there are more members in the group than roles, students can double up on certain roles they choose.</p> <p><i>“All group members will search for an article, once one is selected, one student will play the role of the scribe to which they will be filling out the three column chart, one students will be searching for emotional words from the article to use, and one student will be deciding on the Language of Dance vocabulary word and symbol from the list that correlated to the selected emotion. All students will check each other’s work and make final decisions. Once you have chosen your article with your group, raise your hand to get it approved before moving on”.</i></p>	<p>30 min</p>

-The teacher will circulate the room during this time answering questions, clarification, and viewing the progress of the students' charts.		
Learning Activities - "During" <i>Part C:</i> <i>"When your charts are completed, you will then in your groups be creating a 1-2-minute work to represent the story in your social justice article. Please incorporate at least 4 of your Language of Dance chosen movements for inspiration in your work"</i> - Teacher will circulate during work process to provide ideas, ask questions, and give feedback <i>"Your choice of movement for the word fear is very clear. Which Language of Dance word did you use to represent fear?"</i> -Teacher will remind students that all group members ideas should be represented in the work to promote equal participation. <i>Part D:</i> - Once students have finished, the teacher will pair small groups up for a performance and observation activity -Students will take turns presenting. While one group performs the other will be observing. <i>"While you are observing the group perform, be jotting down notes on your first impressions, interpretations, and motifs you see"</i> When finished performing, the group will discuss their article and social justice topic while presenting their organizer and emotional words chosen. They will also explain their process for creating movement through the use of the Language of Dance vocabulary words chosen. Observers will give any comments or interpretations of the work before switching turns.		45min.
Closure - "After": <i>Part E:</i> -The observing group will write in their notebooks a short critique of the group's work they observed. They will include their interpretation of what they saw and how the dance was able to portray the topic discussed through the chosen LOD vocabulary. <i>"You must be descriptive as if you were explaining the performance to someone who has never danced."</i> Each student will select a review from a group they did not observe to read and learn about an additional social justice topic. All reviews will be turned in at the end of class for feedback from the teacher which will be handed back the next day.		15 min
Extension: <i>The following day the teacher will return the critique back to the student with clarifications on concepts they showed they were not strong at. The original grouping pairs can meet up again to discuss one LOD quality that the group could revise to make the emotional word intended more clear</i>		
IV. Research/Theory		
<i>Identify research/theory that guided/influenced the development of your lesson.</i>		
SOS Analysis	<p>Cued Response- Teacher will facilitate cued response when facilitating the class discussion on Social Justice. When asking the class the question of what is their definition of social justice, students will raise their hands and provide an answer.</p> <p>Divergent Production - Students partake in Divergent Production by selecting a social justice topic of their choice and choosing how they wish to present their findings and interpretations of the</p>	

	<p>emotions elicited. There will be multiple responses among groups based off the discovered responses to the given task that meet the given criteria.</p> <p>Self-Check- As a group, students checked to make sure their performance included all of their graphic organizer chosen emotions with the corresponding LOD as the requirements before presenting.</p> <p>Practice- Students were given ample opportunity to go over their phrase, so they felt comfortable performing their work, and edited throughout their practice. While this was occurring the teacher was able to provide feedback and answer individualized questions.</p> <p>Reciprocal- Students partake in reciprocal teaching when working in small groups to give feedback, and critique each other's work.</p>
Educational Theory	<p>Language of Dance- Language of Dance vocabulary which are the prime actions and concepts of which movement is compromised is used as a way for students to physicalize emotions in a way that can be portrayed to and interpreted by an audience.</p> <p>Gardner, H. (1993). Frames of mind: The theory of Multiple Intelligences- Employ multiple teaching strategies to cater to the variety of learners in the room, including the student with an IEP, providing opportunities for students of different abilities the chance to showcase their skills and have various forms of assessment, such as through their performance, presentation, writing or analyzing. Gibbons, E. (2007) The Spectrum of Styles- By frequently changing instructional strategies, students will remain engaged and interested in learning. Individual learners have a new opportunity to understand information or demonstrate their learning.</p>
Assessment Strategy #1	
Description of Assessment Strategy #1: Group Performance	<p>Alignment with Objectives:</p> <p>1.Students will be able to exemplify a social justice topic through group phrase work.</p> <p>2.Students will be able to synthesize Language of Dance vocabulary with emotions through words selected from an article.</p> <p>Student will perform their phrase for the observing group. They must include the LOD movement vocabulary they wrote in their chart and be able to defend how those movements helped development the intent of their chosen article. Students must also present their chart and explain their article to the group showing the emotion words they chose and where the LOD was present in the phrase.</p> <p>Evidence of Student Understanding</p> <p>Walking back and forth between groups, the teacher will informally assess students' performance of their phrases. Teacher will check for clear and interesting artistic choices being made in representation of a social justice theme as well as creativity in designed choreography through Language of Dance vocabulary. Teacher will also check for understanding through the group's explanation of their chart and how they defend their choices.</p> <p>Student Feedback:</p> <p>Teacher will provide verbal feedback to groups as he/she walks around the room observing performances. The teacher can ask the students questions regarding their process and their choices to inform conversations within groups as well as bring attention to the artistic choices and stand out moments in the performance to highlight the personal voices within each group.</p>
Assessment Strategy #2	
Description of Assessment Strategy #2: Observation critique	<p>Alignment with Objectives:</p> <p>3. Students will be able to evaluate their peers' choreography through written critiques. Students will write a critique on the performance they observed. They must include their interpretation of the piece and how the group presented it, what you saw, and how the group was able to demonstrate their social justice theme with ample details and examples.</p> <p>Evidence of Student Understanding:</p>


	<p>Teacher will read students reviews of groups works to check for understanding of topics and ability to interpret themes in the dance work. If students show they are struggling with the concepts or interpretations, individual meetings can be arranged for a later class date.</p> <p>Student Feedback: Teacher will provide written comments on the critiques based on which sections of the writing showed clear understanding and reasoning for justifying theme, as well as sections that can be elaborated or made stronger through more detail.</p>
VI. Knowledge of Students	
<p>Building on Personal/Cultural/Community Assets: The social justice lesson will provide the dancers with an opportunity to express their personal voice. While working in groups, the students can collaborate and generate ideas as well as select topics that are meaningful to them. The students will feel empowered when expressing their emotions on the topics and could be inspired to expand on their work in the future. The community of dancers can become educated on topics that are affecting their society and possibly their fellow classmates and can use dance as an outlet for expressing and speaking on social justice topics they believe are important. Students will also begin to recognize that the LOD can be used choreography in their future works, and serve as a support for choreographing using authentic emotions for artistic expression.</p>	
<p>Grouping Strategies: The teacher will assign heterogeneous groups based on answers given during the initial opening class discussion on social justice. Students who give similar answers or show potential interest in common topics will be grouped together. Stronger students within the group will be able to drive the group's productivity and can serve as support for students who need more help and clarification on the content to develop a deeper understanding. Within groups, there will be a mix of students who are academically strong and technically strong so that all students have an opportunity to use their strengths as an asset in the group.</p>	
<p>Planned Supports: Students will be given a graphic organizer sheet to help organize their selected emotional word from the text, the related LOD vocabulary word that corresponds, as well the LOD related symbol to refer to when developing their phrase. A separate key vocabulary paper will be given so students can choose which LOD vocabulary word would best match their emotional word taken from their text. The student will also be able to identify the matching symbol of their selected LOD vocabulary word before transferring the information to their paper. To support the student with the IEP for ADD, the graphic organizer can help them remain focused and organized throughout the activities to relieve any anxiety. By circling the class throughout all parts of the lesson, the teacher can observe students' work in order to direct them on the right track, such as if he/she saw a student choosing an article that was not sufficiently supporting their social justice topic, or during the creation of the choreography activity to provide students with ideas of how to develop their phrase and answer any questions that might arise. The student with an IEP is able to ask for clarification on instructions within their own group but has the opportunity to speak with the teacher at any time throughout the lesson.</p>	
VII. Supporting Literacy Development through Language	
<p>Main Language Function: Students will be able to justify their choreographic choices using the Language of Dance vocabulary for support in relation to their social justice topic.</p>	
<p>Key Learning Task(s): Students have the opportunity to justify their choreographic choices during the presentation following the performance. They will form connections by embodying the emotions they chose to represent their article theme, and using the Language of Dance vocabulary to describe the connection and inform their movement. After observing, students will evaluate their peers work through a written critique where they will demonstrate their understanding of how the performance group was able to clearly represent their social justice article through the emotions and LOD they chose.</p>	
<p>Additional Language Demands Syntax occurs when students notate the Language of Dance Vocabulary and Symbols on their chart and during their discussion of their chart post performance. Students partake in discourse when they are able to connect their chosen emotions to the Language of Dance vocabulary words. The students are then able to understand how the Language of Dance vocabulary can be used to inform their movement and choreography. Through the use of the texts and vocabulary, students deepen their understanding of how they can express concepts and ideas they are passionate about through dance.</p>	
<p>Language Supports: Teacher will provide the LOD vocabulary chart that students can refer to during their collaborative processes of creating their phrase. Students can also use the symbols for Language of Dance which creates a common ground for language. Group work also provides students with the opportunity to ask questions and</p>	

work together to solve problems and come up with solutions. Students engage in verbal commentary when asked to define social justice and articulate their artistic choices but also have an opportunity to demonstrate understanding of concepts through performance and through their written review.

Group Name:

Date:



Please Fill out this chart once groups are selected and roles are assigned for your selected article

Emotion Word	Language of Dance (LOD) Movement Vocabulary	Symbol for LOD
Lonely	Flexion	










THE MOVEMENT ALPHABET® - THE VERBS

The prime actions and concepts of which movement is comprised are as follows:




Presence or Absence of Movement

<i>Initial Statements</i>	{	1.		Any Action	Movement of some kind, a change
		2.		Stillness	Suspension of motion, sustainment of an arrested activity

An action may be concerned with or may focus on

<i>Anatomical Possibilities</i>	{	3.		Flexion	Contracting, folding, closing in, making smaller, narrowing
		4.		Extension	Lengthening, reaching out, enlarging, opening out, elongating, unfolding
		5.		Rotation	Any revolution, rotation of the body-as-a-whole, or of parts of the body
<i>Spatial Aspects</i>	{	6.		Traveling	Any path (straight, circular, meandering or curving) moving from one place to another
		7.		Direction	Movement into different directions such as up, down, to the right, left, forward, backward
<i>Supporting</i>	{	8.		Support	An action ending in a new support, transference of weight
		9.		A Spring	Any aerial step; leaving the ground and returning to it
<i>Center of Gravity</i>	{	10.		Balance	Equilibrium, centre of weight vertically over a moving or static support
		11.		Falling	Not in balance: centre of weight moves beyond point of support; loss of balance results.

Motion, Destination

<i>Movement Intention</i>	{	12.		Motion Toward	Approaching a person, object, direction, or state; a gesture toward oneself
		13.		Motion Away	Leaving, withdrawing from a person, object, direction, or state; a gesture away from oneself
		14.		Destination	Statement of an ending situation, position or state to be reached

RESULTS



Any still shape



Any form of relating