

<b>BEST Foot Forward</b>						
<b>Grade</b>	9-12					
<b>Standards</b>	<i>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation</i>					
<b>Established Goals</b>	<ol style="list-style-type: none"> <li>1. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</li> <li>2. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</li> <li>3. 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.</li> </ol>					
<b>Enduring Understanding</b>	Space, time, and energy are basic elements of dance.					
<b>Essential Question</b>	How do dancers work with space, time and energy to communicate artistic expression?					
<b>Objectives</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>• perform movement phrases that explore all elements of dance</li> </ul>					
<b>Learning Activities</b>	<p>There are a vast amount of approaches to exploring the elements of dance, here are just two of my favorites:</p> <p><b>FORMULAS:</b></p> <ol style="list-style-type: none"> <li>1. Present the formula V(BEST)+P</li> <li>2. Have students build a chart</li> </ol> <table style="width: 100%; text-align: center; border: none;"> <tr> <td style="padding: 5px;">Verb</td> <td style="padding: 5px;">Body</td> <td style="padding: 5px;">Energy</td> <td style="padding: 5px;">Space</td> <td style="padding: 5px;">Time</td> </tr> </table> <ol style="list-style-type: none"> <li>3. Randomly fill in the chart: B= Body: axial, locomotor, E=Energy: sharp, smooth, light, heavy, bound, loose etc., S=Space: levels, size, relationships, T=Time: fast, slow, suspended, frozen</li> <li>4. Have students draw a pathway for their movement</li> <li>5. Perform the movement phrases with the implied dynamics</li> </ol>	Verb	Body	Energy	Space	Time
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***T/V & M/D (Theme & Variation, Motif & Manipulation)***

1. Give students a simple movement theme (theme: a sequence of movements) for example, walk 3 steps, step out, lean, turn. A simple phrase that can be interpreted however students wish.
2. Next have students draw a variation (variations give *life* or *color* to the theme) some potential variations are: sneaky thief, sophisticated duchess, rushed businessman, carefree child, running water, falling leaves, growing trees.
3. Students then use the variation to create life in the simple theme of 3 walks, step out, lean and turn.
4. Next introduce motifs. A motif is a simple movement that describes the essence of a piece. It could be as simple as placing a hand over your mouth, or raising your hand in the air.
5. Based on the variation students have chosen, have students create a motif that is the essence of the variation.
6. Introduce various ways to manipulate the motif

Repetition	Repeat the motif exactly the same
Retrograde	Perform the movement backward, in rewind
Inversion	Invert the movement upside down
Size	Condense or expand the movements
Tempo	Change the time of the movement: fast/slow/frozen
Rhythm	Give the movement a “beat” or a rhythm, but don’t change the tempo
Quality	Vary the movement quality, make it quiver, drift, erratic
Instrumentation	Perform the motif with a different part of the body
Force	Alter the amount of force you use to complete the motif, make it very strong or very weak
Planes/Levels	Change the plane or level in which the motif is completed
Additive	Execute the motif while simultaneously adding a jump, turn, or locomotor pattern
Fragmentation	Use only part of the motif
Combination	Combine any of the above to manipulate the motif

7. Have students draw 4 different manipulations
8. Help students compose their pieces based on the theme variation, and motif: walk 3 steps, motif, step out, motif, lean, motif, turn, motif.
9. Using the manipulations drawn, have students manipulate the motif each time it is presented in the piece.
10. Perform the pieces.

