

Unit - Explorations in the Shape, Patterns, and Dynamics of Abstractionism
Grade Level: High School
Duration: 4 Weeks



<p>Unit or Topic:</p> <p>An Investigation of Abstractionism through the choreographic process. This unit will coincide with the students visual arts unit on Abstractionism.</p>	<p>Course/Subject:</p> <p>A Modern Dance Unit that introduces the Nikolais technique while exploring Abstract works of art as stimulus for the choreographic process.</p> <p>Grade Level: 9-12</p>
<p>Established Goals</p> <p>The details of each standard and standards tasks is presented on the separate attachment of the Learning Plan.</p> <p>DARe7.1.I (a) DARe9.1.I (a) DACr1.I (b) DACr2.1.I (b) DAPr4.1.I (c) DAPr5.1.I (c)</p>	
<p>Students will understand that !</p> <ul style="list-style-type: none"> • Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. • The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. • Space, time, and energy are basic elements of dance. • Dance is perceived and analyzed to comprehend its meaning. 	<p>Essential Questions to Guide Learning & Inquiry</p> <p>Diagnostic Pre-Assessment Question: How do you interpret the term Abstractionism? With a partner complete an everyday gesture. Apply your definition of Abstractionism to your gesture and share the gesture with your partner. What transformations occurred in your partner’s gesture?</p> <p>Unit Questions:</p> <p>How do the choreographic works of Alwin Nikolais, Pina Bausch, and the Brazilian</p>

	<p>Company Grupo Corpo use space as their “canvas”?</p> <p>How does the environment (site specific work, props, sets) influence the motion?</p> <p>In what ways does the choreography shape the environment?</p> <p>How do we design and edit air and floor patterns to develop a relationship to our chosen visual art masterwork?</p> <p>What tempo contrasts influence and heighten the choreographic impact of our work?</p> <p>What have we learned from studying the Nikolais technique that assists our choreographic investigations using abstract constructs?</p> <p>How have the elements we analyzed in the Abstract artwork influenced our choreographic work?</p> <p>Return to the opening diagnostic question: What does Abstractionism mean and how have you used this concept in your choreographic process?</p>
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<p>course of construction.</p>	<p>their Visual Art class, students will draw responses to choreography and discuss these responses in a pair share format.</p> <ul style="list-style-type: none"> • Students will analyze movement experiences during the study of Nikolais Technique.
<p>Key Criteria for Performance Assessment</p> <ul style="list-style-type: none"> • Proficiency at applying choreographic design principles in relation to interpretation of visual art work. • Develop and show ability to edit an abstract movement study through self- assessment, peer review, and video analysis during the choreographic process. • Assist in the development of a rubric or check list that will be used to score student projects. 	<p>Key Criteria for Other Assessments</p> <p>* Students demonstrate an ability to expand vocabulary (dance terminology, and terms learned in visual arts class) when discussing the following:</p> <p>Choreographic works</p> <p>Abstract masterworks from the visual arts</p> <p>Student choreography</p>

LEARNING PLAN

WEEK 1 Day 1

DA: Re.7.1. I (a) PERCEIVE AND ANALYZE ARTISTIC WORK. – analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

- Brief verbal introduction to Nikolais Technique-motion versus movement/ motion versus emotion.

- **THEME: SHAPING SPACE** Center work and across the floor introducing basic elements of Nikolais technique emphasizing negative and positive shapes in space.

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Day 2

DA: RE.9.1. I (a) APPLY

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DA: Re.9.1I (a) APPLY CRITERIA TO EVALUATE ARTISTIC WORK ð Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

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DALCr1.1. I (a) GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

DA: Pr5.1. I (a) DEVELOP AND REFINE ARTISTIC TECHNIQUES AND WORK FOR PRESENTATION. ð Embody technical dance skills (e.g., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

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