

**MURDOCH MIDDLE CHARTER PUBLIC SCHOOL**  
**5/6 Earth Science Choreography**  
**2007-2008**

<b>PROJECT/UNIT TITLE</b>	EARTH SCIENCE CHOREOGRAPHY
<b>Description</b>	TStudents will learn concepts of movement and choreography during this eight week unit. New skills will be applied to the development of a choreographed piece, which will represent their knowledge of the Earth Science concepts studied in project class. Students will demonstrate their understanding of their dynamic planet during this unit.
<b>Developers</b>	Melissa Kapeckas, Jennifer Shaby, David Maier, Brook Hamilton
<b>Standards</b>	<p><b>Creative Arts: Dance Standards</b></p> <p>1.10 Demonstrate understanding of alignment, articulation of body parts, initiation of movement, weight shift and balance, elevation and landing, and fall and recovery</p> <p>1.11 Demonstrate ability to move to changing rhythms, melodies, and non-musical sounds</p> <p>1.12 Explore increasingly complex combinations of locomotor and non-locomotor movements that emphasize the elements of space, time, and force</p> <p>2.6 Use improvisation to generate movement for choreography</p> <p>2.8 Demonstrate compositional forms in short choreographed phrases, using AB, ABA, theme-variations, canon, rondos, story-telling, and narration</p> <p><b>Creative Arts Dance Standards (continued)</b></p> <p>2.9 Use scientific and/or mathematical concepts to create movement phrases</p> <p>2.10 Demonstrate the following partner skills in creating contrasting and complementary shapes: taking and supporting weight, counter-tension, and counterbalance</p> <p>2.11 Describe and analyze, orally and in writing, the choreographic structure of variety of dances, using appropriate dance vocabulary</p> <p>2.12 Record dances and choreography using pictorial symbols or other forms of notation</p> <p>3.8 Perform dances confidently, communicating the intention of the choreographer and the style of the dance</p> <p>4.5 Create or learn and perform a dance for invited guests or peers based on one of the following: a ritual from another culture; a traditional dance; work with a partner, group, or single choreographer. Identify and explain the circumstances and settings in which the dance would be performed</p> <p>4.6 Demonstrate increased ability to work effectively alone, and to cooperate with a partner or in an ensemble</p> <p>4.7 Understand the purpose of the rehearsal process in refining and revising work leading to a finished performance</p> <p>5.5 Use appropriate dance terminology to describe and analyze their own work</p> <p>5.6. Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal processes. Reflect upon the value of different solutions</p> <p>5.7 Identify possible criteria for evaluating dance, such as skill of performers, originality of movement, visual and/or emotional impact, variety, contrast, and appropriateness of accompaniment</p> <p>5.8 Understand the role of an audience for dance; discuss opinions about dances in a supportive and constructive way</p>
<b>Student Role</b>	choreographer, performer, observer, writer
<b>Major Rubriced Pieces (products) or Assessments (quizzes and tests)</b>	Earth Science Choreographed Dance Performance (including written reflection and dance map)
<b>MMS Outcomes</b>	<b>Community Membership:</b> Students will work within a team to choreograph a

	<p>piece which communicates knowledge through movement.</p> <p><b><u>Self-Direction</u></b>: Students will be required to plan their time well to meet individual and group work deadlines.</p> <p><b><u>Problem Solving</u></b>: Students will work through problems associated with the task as they arise. Developing movement sequences to demonstrate knowledge is a complex problem solving task.</p> <p><b><u>Effective Communication</u></b>: Students will communicate a variety of earth's processes through creative movement techniques.</p>
<b>Timeline</b>	Quarters 1 & 2