

Date	Type	Session	Project Description	Classroom Activities	Artistic Samples	Skills & Vocabulary	Sharing & Reflection
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DreamYard In-School Programs Curriculum Map

Teaching Artist:

School:

Grade: [Grade 9 - apply modifications for grade level as needed]

Art Form: Dance

Residency Goals: Specify how the residency will incorporate the DreamYard Framework

- Students will explore dance as a tool for building relationships

- Students will examine our core value of create with emphasis on identity

- Students will work together to create a dance, with a focus on the 5 principles of choreography.

- Students will learn to respond critically to dance.

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eg. 10/12/2016	e.g. Class; No School; Class Cancelled; PTO - No Sub; PTO - Sub; etc.	e.g. 1, 2, 3; if no class taught write "X" and continue numbered sessions below	What is the purpose of this project? (Brief summary: should be 2-3 sentences.)	List exercises that will be used to support residency goals. Please include the objective for the day.	What professional artists/works of art will you introduce to students to support the work? Please choose a minimum of 1 sample perproject.	What are the projected outcomes as it relates to technical skills, social/emotional skills, and vocabulary?	How will students reflect on the work? How will students share with one another? How and when will students share work with a broader audience?
	Class	1	Students will use dance as a way of sharing their personal story, who they are and what their life experiences have been. They will learn about the principles of choreography with a specific focus on action. The class will build a stronger sense of community through dance.	DANCE SURVEY - see handout, MOVEMENT CIRCLE- warm up, build students' movement vocabulary, and introduce examples of action; "CHART YOUR LIFE" - Students think back as far as they can, draw a line graph to represent their lives (high points, the low points, leveling off times, and where they are now). In pairs they create a dance based on one chart. REHEARSAL-Work on student dances, incorporating action	Teaching Artist's Work - This could be your own life chart and dance from the "Chart Your Life" activity	Choreography, Action, Identity, Collaboration	[10 min] GRAFITTI WALL - 1. How does personal experience influence artistic creation? 2. How is emotion expressed without words?
	Class	2	Students will look at the role of dance in community within a historical context. They will learn about the principles of choreography with a specific focus on action and relationship. They will work together to use dance a way of relating to others and themselves	MOVEMENT CIRCLE- warm up, build students' movement vocabulary, and introduce examples of relationship; SILENT GALLERY - Use images from Ailey's Revelations and ask 1. What did you notice? 2. What makes you say that? REHEARSAL-Work on student dances - focus on incorporating action and relationship	Alvin Ailey's Revelations	Choreography, Action, Collaboration, Relationship, Solo, Duet, Trio, Unison, Canon	Journal - Play music and give a writing prompt [For example: How did working in a group help tell a story with dance?]
	Class	3	The purpose of this lesson is to explore the role of dance in responding to social issues. The lesson will focus on how modern dance themes of social justice arose in response to a racist American society. Students will use dance as a tool of expressing what they believe about important social issues in their community.	PEER INTERVIEWS MOVEMENT CIRCLE- warm up, build students' movement vocabulary, and introduce examples of dynamics WATCH DANCE VIDEO - critical response BODYSTORMING- brainstorming social issues with the body REHEARSAL - work on student dance with focus on action, relationship and dynamics.	Alvin Ailey's Revelations	Choreography, Action, Collaboration, Relationship, Solo, Duet, Trio, Unison, Canon, Social Justice, Dynamics, Critical Response	JOURNAL- Play music and give a writing prompt [For example: What message do you want your dance to send to the audience?]
	Class	4	The purpose of this lesson is to explore the role of dance in responding to social issues. Students will review the principles of choreography with a specific focus on action, relationship, body and space. They will use improvisational dance and music as tools for expressing what they believe about important social issues in their community.	BODYSTORMING- warm up, build students' movement vocabulary, and introduce examples of space, FLOCKING - critical response, REHEARSAL - work on student dance with focus on action, relationship, dynamics and space.	Alvin Ailey's Revelations	Choreography, Collaboration, Relationship, Solo, Duet, Trio, Unison, Canon, Space, Dynamics, Critical Response, Improvisation, Pathways, Levels	JOURNAL-What music choice (song, text, no music, or sound) would help you send your group's message to the audience? Why?