

ARTS IMPACT

The Creative Process in Dance

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Enduring Understanding

By exploring ideas, making choices, performing, and reflecting, one can use the creative process in making a dance.

Lesson Description

Students will use the creative process to choreograph a dance together. They begin by analyzing and selecting a work of art for inspiration. They choose music. They body brainstorm movement ideas and then choreograph the dance. They perform and reflect on the dance.

Learning Targets and Assessment Criteria

Target: Collaborates with others.

Criteria: Communicates ideas to others; makes compromises; incorporates input/feedback.

Target: Creates a dance.

Criteria: Explores artwork as inspiration, selects music, chooses movements, practices from beginning to end, performs, and reflects.

Vocabulary

Arts:
Choreograph
Directions
Energy
Kinesthetic
Levels
Mood
Pattern
Repetition
Rhythm
Sequence
Shape
Space: Self and
General
Tempo

Materials

Museum Artworks or Performance

Seattle, WA

Pacific Northwest Ballet
UW World Series of Dance

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Music for Creative Dance: Contrast and Continuum, Volumes I to V, Eric Chappelle (available at iTunes.com and CDBaby.com); Music player; computer and projector

continued

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:
<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Space
- 1.1.2 Elements: Time
- 1.1.3 Elements: Energy
- 1.2.1 Skills and Techniques: Focus and Concentration
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 4.1.1 Dance, Visual Arts, and Music Connection

Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington Early Learning and Development Guidelines see
<http://www.del.wa.gov/development/guidelines/>

- (Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body; enjoy challenging self to try new and increasingly difficult activities.
- (Age 4-5) 6. Learning about my world: Arts: show creativity and imagination.

Materials

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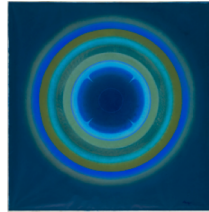
Broadway Center for the Performing Arts

Seattle Art Museum images:

Colors and Patterns from Heian Period, Paul Horiuchi, 71.52



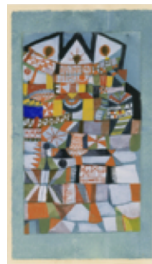
Amaranth, Leo Kenney, 2009.52.55



Keet Shagon (Killer Whale), Preston Singletary



Tempel Wandmaleri II (Temple Wall Painting), Paul Klee, 52.107



Study for the Munich Olympic Games Poster, Jacob Lawrence, 79.31



Steps in the Creative Process

1. Analyze and select an artwork to transform into a dance.

View 4-5 works of art. Look at the lines, shapes, colors, pattern, repetition, mood, and more in each artwork. Discuss how they could be the inspiration for a dance. Select one of the artworks to use as the basis for the choreography.

2. Warm up with the BrainDance.

Each person will have the opportunity to lead one section of the BrainDance.

3. Do a body brainstorm. Explore movements and music.

Based on the observations of the selected artwork. Explore movement with different qualities in self and general space. Use different musical selections.

4. Choose the music to accompany the dance.

Listen to several musical selections and choose the one that will best support the dance.

5. Use the 21st Century Skill of Collaboration.

In the process of creating group choreography, collaborate with the group members. Communicate ideas and movements, make compromises, and incorporate feedback.

6. Choreograph and rehearse the dance as a group.

Share ideas and try them out together. Make choices, planning the dance from the beginning to the end. Keep in mind that the dance should become a kinesthetic representation of the artwork. Practice.

7. Perform and respond to the dance.

Perform the dance. After the dance, reflect on how the dance represents the artwork. Discuss how the dancers collaborated. Consider how the creative process was used. Explore how this process could be used in the classroom.