

Differentiated Instruction Teaching/Learning Examples



GRADES 7 OR 8 ARTS: DANCE—COMMUNICATING THROUGH DANCE

Five 45-minute periods

1. Creative Process Card Sort (Questions, Cues and Advance Organizers)*
2. Dance Composition Learning Contract** and Tiered Creative Process Log**
3. Four Corners
4. Brainstorming
5. Bodystorming (Non-linguistic Representations)*
6. Creating Choreography (Non-linguistic Representations)*
7. Group Presentations and Peer Feedback (Setting Objectives and Providing Feedback)*
8. Dance Composition Presentations

Each of the Grade 7 Arts (Music, Drama, Dance, and Visual Arts) Teaching/Learning Examples focus on an environmental theme and provide opportunities for arts integration.

*Marzano's Categories of Instructional Strategies (See Resources, below.)

**Differentiated Instruction Structure

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students

Differentiation based on student:

- Readiness Interests Preferences:
 Styles Intelligences Other (e.g., environment, gender, culture)



Need to Know

- Which students work well on open-ended tasks and which students require a more structured, step by step approach

How to Find Out

- Observe students during this and previous lessons

Differentiated Instruction Response

- Topic, Entry Point (content) Ways of learning (process) Ways of demonstrating learning (product) Learning environment

CURRICULUM CONNECTIONS

Overall Expectation: Creating and Presenting

A1. Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas

Specific Expectations:

For Grade 7: Creating and Presenting

- A1.2 Use dance as a language to communicate ideas from their own writing or media works
A1.4 Use the elements of dance and choreographic forms to communicate a variety of themes or moods

For Grade 8: Creating and Presenting

- A1.1 Create dance pieces to respond to issues that are personally meaningful to them
A1.2 Use dance as a language to communicate messages about themes of social justice and/or environmental health

Learning Goals:

- Use the creative process to develop a dance composition
- Use the elements of dance to communicate an intended message or idea about the environment

ASSESSMENT AND EVALUATION

Assessment/Success Criteria

Thinking

- Documents the steps of the creative process with relevant information

Communication

- Organizes ideas in dance
 - Sequences movements to communicate a message or idea
 - Uses transitions to convey a message or idea
- Expresses ideas and feelings through movement
 - Uses elements of dance to convey a message or idea

Assessment Tools:

- Anecdotal Comments
- Checklist
- Rubric

PRIOR LEARNING

Prior to this lesson, students will have:

- Explored ways to use the five elements of dance (body, space, time, energy, and relationship)
(Note: If students do not have this level of readiness, consider using the DI Teaching/Learning Example—Elements Review, Grade 7 or 8 Dance)
- An understanding of how the elements of dance can be combined and used to create meaning
- Experience with the creative process

MATERIALS AND RESOURCES

Materials:

Four to eight images of various environmental issues
Chart paper and markers

Appendix A: Creative Process Cards—Three or four sets of copies (depending on the number of groups of eight needed for the class size) each in a different colour
Appendix B: Creative Process Graphic Organizer—one per student
Appendix C: Dance Composition Learning Contract—one per student
Appendix D: Dance Composition Checklist—one per group
Appendix E: Dance Composition Rubric—one per student
Appendix F1: Creative Process Log A (pp. 1–5)***—one per student depending on the degree of support required for planning and writing
Appendix F2: Creative Process Log B (pp. 1–3)***—one per student depending on the degree of support required for planning and writing
Appendix G: Side Coaching Tips (Teacher Reference)
Appendix H: Giving Effective Feedback—one per student
***Appendices F1 and F2 are tiered and every student will receive either Log A (Appendix F1) or Log B (Appendix F2) to best meet their needs depending on the support required for planning and writing.

Internet Resources:

Ministry of Education (2009). *The Ontario Curriculum, Grades 1–8, Environmental Education—Scope and Sequence of Expectations*
www.edu.gov.on.ca/eng/curriculum/elementary/enviro18curr.pdf
Ministry of Education (2003). *Think Literacy: Cross-Curricular Approaches, Grades 7–12*. See *Think Literacy Library* at
www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html

Resources:

Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.
Ministry of Education (2009). *The Ontario Curriculum, The Arts, Grade 1–8*. (Creative Process, pp. 19–22)

Teaching/Learning Sequence: Grades 7 or 8 Arts: Dance—Communicating through Dance

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Prior to this class, observe students to see who works well with open-ended tasks and who works well with a more structured, step by step approach. The Creative Process Logs A and B (Appendices F1 and F2 respectively) are tiered so that students can be provided with the Creative Process Log that best meets their need. More details are provided in the Dance Composition Learning Contract and Tiered Creative Process Log section below.

Groups of Eight or Groups of Three/Four → Creative Process Card Sort

Copy three or four sets (depending on class size) of the Creative Process Cards (Appendix A), each in a different colour. There is a card for each phase of the creative process. Cut up the cards and, as students enter, hand a Creative Process Card to each student.

Students:

- Find other classmates with cards of the same colour to form groups of eight
- Without talking, arrange themselves in order from the start of the creative process to the end
- Share with the class the order they have come up with for the creative process

Discuss any discrepancies until the class has a common understanding of the creative process.

OR

Students:

- Find classmates with the same phase to create a group of three or four
- Find a way to represent their phase (e.g., through movement, tableau, rap)
- Share their phases with the class in the order they occur in the creative process

All students individually complete a graphic organizer of the creative process—see Creative Process Graphic Organizer (Appendix B). Explain that, during this lesson, students will be guided through the steps of the creative process to create a dance piece.

Whole Class → Dance Composition Learning Contract and Tiered Creative Process Log

Introduce the Dance Composition Learning Contract (Appendix C), which outlines the requirements and options for a group dance composition that communicates an environmental message. Clarify the criteria for successful completion of the dance composition, incorporating student suggestions, as appropriate. Distribute the amended Dance Composition Checklist (Appendix D) and Dance Composition Rubric (Appendix E) to students.



Explain that each student is responsible for contributing at least one movement to the choreography, but movements may vary in length and complexity, depending on the individual student's level of comfort.

Provide each student with a copy of either Creative Process Logs A or B (Appendices F1 or F2), based on student need. The logs are tiered so that, although students are all providing the same information, Appendix F1 provides more support than does Appendix F2.

Stress to students that they may change their artistic choices at any time. The log is meant to help them record and justify the reasons for their choices.

Individuals → Four Corners (Creative Process Step 1: Challenging and Inspiring)

Prior to the lesson, select several different images that depict environmental issues (e.g., a tanker that has spilled oil, smoke stacks sending pollution into the air, a tanker dumping garbage into the water, a train wreck that has spilled hazardous waste into the soil) and post them around the room. Note: You may want to invite students to bring in images of environmental issues that are particularly meaningful to them.



Students examine the images in the room and select one that they would like to work with as a stimulus for the dance piece. Note: Divide large groups into groups of four to six students.

CONNECTIONS

- L: Literacy
- ML: Mathematical Literacy
- AfL, AoL: Assessment for/of Learning
- EE: Environmental Education
- CC: Cross-curricular Connections

CC: Draw attention to connections between the creative process and the writing process

L: Literacy/Organizing ideas/ Card Sort

EE: Environmental issues as themes for dance

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

The following instruction supports and guides groups of students through the phases of the creative process as they complete their Dance Composition Learning Contract (Appendix C). Students document their work in their Creative Process Logs A or B (Appendices F1 or F2) after each step in the creative process.

Groups of Four to Six → Brainstorming (Creative Process Step 2: Imagining and Generating)

Students:

- Brainstorm ideas generated by their choice of image and record them on chart paper
- Highlight commonalities among ideas in the group, and identify emerging themes and the overall message
- Identify key verbs that convey their intended message and record them on chart paper

Note: Having students put key ideas down in verbs (e.g., destroy, kill, pollute, choke, smother, etc.) makes the ideas easier to translate into movement.

Individuals → Bodystorming

Students:

- Select ONE verb each from the list generated by the group and individually create a movement(s) to represent that verb
- Circulate to provide feedback and assistance to the individual students.

Groups of Four to Six → Creating Choreography (Creative Process Step 3: Planning and Focusing)

Students:

- Teach their movement(s) to the group
 - Begin to put movements together in a sequence
 - Use writing or pictorial images (dance notation) to plan their choreography
- Circulate and side coach as necessary—see Side Coaching Tips (Teacher Reference) (Appendix G).

(Creative Process Step 4: Exploring and Experimenting)

To find ways to convey their environmental message, students:

- Experiment with different ways to sequence the movements
- Experiment with different ways to connect the movements (e.g., fall, melt, spin, walk, transitions)
- Experiment with at least two of the elements of dance (e.g., body and space)

Remind students that the artistic choices they make must relate to their overall goal of communicating their intended message. Circulate and provide support and feedback based on the criteria in the Dance Composition Checklist (Appendix D). Provide a period for students to create choreography for a preliminary work ready to share with the class.



AfL: Bodystorming
Choreography/Anecdotal
Comments

AfL: Choreography/Anecdotal
Comments/ Checklist

CONSOLIDATION AND CONNECTION

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

Groups of Four to Six → Group Presentations and Peer Feedback (Creative Process Step 5: Producing Preliminary Work)

Students:

- Review Dance Composition Checklist (Appendix D) and Giving Effective Feedback (Appendix H)
- Present their dance composition to peers and teacher for feedback
- Share their reasons for their artistic choices (i.e., the decisions they made regarding sequencing of movement, transitions and a focus on two or more elements of dance to express the intended message). This will help the audience determine if they were successful in conveying their ideas.

Groups of Four to Six → Dance Composition Presentations

In a following class, students:

- Use feedback to reshape and focus their work (approximately one period) **(Creative Process Step 6: Revising and Refining)**
- Share their final product **(Creative Process Step 7: Presenting, Performing and Sharing)**
- Reflect on their own and others' work using the critical analysis process **(Creative Process Step 8: Reflecting and Evaluating)**
- Complete their Creative Process Logs A or B (Appendix F1 or F2)

Use the Dance Composition Rubric (Appendix E) to evaluate individual work based on observation during the creative process and the final presentation, and on completion of the Creative Process Logs A or B (Appendices F1 or F2).

AfL: Group Presentations and
Peer Feedback/Checklist

AoL: Dance Composition and
Creative Process Log/Rubric