

# Differentiated Instruction Teaching/Learning Examples



## GRADE 7 OR 8 ARTS: DANCE—ELEMENTS REVIEW

One 50 to 60-minute period or two 40-minute periods

1. Pairs Compare
2. Dance Elements Jigsaw (Part 1) and Dance Composition (Cooperative Learning)\*
3. Co-constructing Criteria for Effective Dance Compositions
4. Dance Composition Choice Board\*\*/Jigsaw (Part 2) (Cooperative Learning)\*

\*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

- Student interests and readiness for abstract concepts to design the options for the Dance Composition Choice Board (Appendix B)

#### How to Find Out

- Observe students during this and during prior 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 (Grades 7 and 8)

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:

A1.4 (Grade 7) Use the elements of dance and choreographic forms to communicate a variety of themes or moods  
 A1.1 (Grade 8) Create dance pieces to respond to issues that are personally meaningful to them

#### Learning Goal:

- Use the elements of dance and their components to create a short composition that conveys a theme or mood

### ASSESSMENT AND EVALUATION

#### Assessment/Success Criteria

##### Application

- Uses an element of dance to contribute to a group dance composition
- Refines a particular movement to enhance the group composition
- Refines a particular movement to convey a theme or mood

#### Assessment Tool:

- Anecdotal Comments

### PRIOR LEARNING

Prior to this lesson, students will have:

- Opportunities to observe dance (e.g., live performance or peer dance compositions) and discuss the elements of dance as they relate to the dance piece

### MATERIALS AND RESOURCES

#### Materials:

Sticky notes—one per student  
 Card stock in five assorted colours

Appendix A (pp. 1–5): Element Components Cards—one set per element group  
 Appendix B: Dance Composition Choice Board—one per student

#### Internet Resources:

Videos and photos of dance are available as trailers at:  
[www.artsalive.ca/en/dan/understand/seedance.asp#cdndance](http://www.artsalive.ca/en/dan/understand/seedance.asp#cdndance)  
 Video: *A Very Dangerous Pastime*, Canada Dance Festival  
[www.artsalive.ca/en/dan/mediatheque/videos/videosDetails.asp?mediaID=462](http://www.artsalive.ca/en/dan/mediatheque/videos/videosDetails.asp?mediaID=462)  
 Dance video and DVD resources may also be available from your board's central media and library department.

#### 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, Grades 1–8, The Arts*.

## Teaching/Learning Sequence: Grade 7 or 8 Arts: Dance—Elements Review

**MINDS ON**

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

**Pairs → Pairs Compare**

Show students a short video of any type of dance or use this lesson when students have an opportunity to see a live dance performance (see Materials and Resources on the reverse of this folder).

Students:

- Watch the dance and, with a partner, brainstorm a list of the elements of dance that they see
- Join with another pair and add to their list or refine it
- Share with the class

Facilitate a discussion to review and refine understanding of the five elements of dance: body, space, time, energy and relationship.

Explain to students that during this lesson they will explore the elements of dance through movement and will work in groups to create a dance composition.

**CONNECTIONS**

L: Literacy  
ML: Mathematical Literacy  
AfL, AoL: Assessment for/of Learning

**ACTION**

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

**Small (Expert) Groups → Dance Elements Jigsaw (Part 1)**

Post the names of the five elements of dance in various locations around the room. Copy the Element Component Cards (Appendix A) for each element onto cardstock paper and cut into individual cards. Place the appropriate “deck” of Element Components Cards (Appendix A) at each location.

Students:

- Individually, on a sticky note, write the dance element they would like to work with for the next activity
- Go to the element they have chosen, form an Expert Element Group, and examine the Element Components Cards at that location
- As a group, sort the cards and group them in a way that makes sense to their Expert Element Group. For example, the Space group might group low, medium and high together because they are all levels.
- As a group, select one of their Element Component Cards and demonstrate what is on the card with their bodies. Indicate that each student in the group does not have to be doing the exact same thing, but all have to be showing the same concept (e.g., if a group were showing locomotor movement, then two students could be walking, one could be skipping and two could be marching because all of these movements are locomotor).

Circulate to observe students, supporting and clarifying as required. Based on the comfort level of the class, have half the class stop, observe and share their observations. Then, switch cards.

Students:

- Individually, select one component from their group’s Element Components Cards (Appendix A) and find a way to show that component with his or her body
- Work as a group to refine each other’s representations (i.e., concept) of their selected components
- As Expert Groups, share their representations of the selected components with the class by having all groups freeze and then, one at a time, coming to life/unfreezing to represent their dance element

Encourage discussion that identifies particular movement components and how they contributed to the element concept.

**Small (Home) Groups → All Elements Jigsaw Dance Composition**

Students:

- Number off in their Expert Element Groups
- Meet students of the same number to form Home Groups that have at least one person from each element (each new group will have at least one student from the Body, Space, Time, Energy, and Relationship Expert Groups)
- Bring the element component card they have chosen with them to their Home Group (each Home Group will have at least one card from each of the elements)
- Create a short movement piece of 10 to 15 seconds that demonstrates the five elements

Each student is responsible for ensuring that his/her component is represented in the dance piece. All students must be involved in the whole piece, not just for their own component. Home Groups must find a way to use the element components together.

Provide groups with approximately 10 minutes to work on their creation.

Split the class in half; half watches, half performs and switch.

Introduce themes such as moods. Have one half of the class refine their movements to convey “calm” and the other half “frenzied.” Share with the class and discuss the effects of the refinements.

**Small (Home) Groups → Co-constructing Criteria for Effective Dance Compositions**

Facilitate a class discussion on the components that were selected as movements, what made the representations visually interesting, how individual movements contributed to the group composition and how movements were refined to represent a mood. Post these questions on chart paper as guidelines for the composition. Remind students to use these questions as they create their dance composition for the Dance Composition Choice Board (Appendix B).



L: Subject-specific vocabulary/  
Card Sort

AfL: Dance Elements Jigsaw/  
Anecdotal Comments

AfL: Dance Elements  
Jigsaw/Anecdotal Comments

AfL: Dance Elements  
Jigsaw/Anecdotal Comments

**CONSOLIDATION AND CONNECTION**

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

**Groups of Five → Dance Composition Choice Board/Jigsaw (Part 2)**

Students repeat the jigsaw process (see Action above) to prepare for the Dance Composition Choice Board (Appendix B).

Students:

- Participate in another jigsaw by selecting a second dance element and one of its components
- In their second Expert Element Group, select and develop a movement for their component
- Use their component movement in their expert group to represent the expert group element
- Number off in their expert element groups and form a second Home Group where all elements are represented
- In Home Groups, select an option from Dance Composition Choice Board (Appendix B) and create a 10 to 15-second movement piece that reflects the Choice Board concept
- If comfortable, work with another home group to refine each other’s movement piece before presenting to the class
- As groups, view each other’s dance compositions

Facilitate a discussion on what made the representations visually interesting, how individual movements contributed to the group composition and how movements might be further refined to convey the Dance Elements Choice Board (Appendix B) concepts.



AfL: Peer Assessment/  
Dance Composition Choice  
Board/Anecdotal Comments

AfL: Dance Composition  
Choice Board/Anecdotal  
Comments