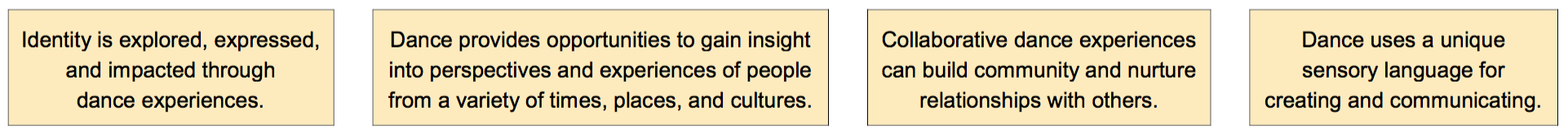
**DANCE 9 (BLOCK 7)**

**DANCE 9**

Due date: Friday, April 24, 2020

**BIG IDEAS:**

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**ASSIGNMENT PROCESS:**

I invite students to follow their curiosity and passion for this assignment. Students will either be engaged in an inquiry process to express ideas in a creative, analytical, or performative manner. Explore ways to make personal and cultural connections and reveal insights into human experience.

**ASSIGNMENT:**

Students have the CHOICE to pick ONE of the assignment options below. Please do NOT complete all of them. ONLY COMPLETE **ONE** OF THEM.

**ASSIGNMENT OPTIONS**

**Option #1:** *Dance research project on a various dance style – Part Two*

**Learn and film yourself performing 30 seconds of a dance**

* *Note: For term 3, just before March break, the dancers had already completed a dance research project on a various style of dance of their choice.*
* **Length:** 30 seconds
* **Goal:** To learn the dance combo you were going to teach the class to represent the various dance style of your choice.
* **If needed:** you can choose a different video than the one in your original presentation seeing that it is not about teaching it now, but dancing it yourself.
  + *If you choose to change the choreography you decided to do, please ADD the new link into your Google Slides presentation, while keeping the old one, for my information.*
* **Purpose:** To embody the dance style and give it some flavour.
* **Needed:** You will need to email me: 1) the link to the original video, and 2) the video of you performing the dance.

**Option #2:** *Choreograph a combo*

*(May be performed by your classmates if you would like and if I feel it is appropriate for the dancers)*

**Choreograph one combo for one dancer**

* **Length:** 20-30 seconds
* **Goal:** Create a dance combo, using about 24 square feet of room, that will then be filmed and demonstrated by you of any dance style of your choice.
* **Purpose:** You must pick a dance style and a song of your choice to choreograph a piece that will highlight and match the dynamics of the music.
* **Ultimate goal:** If your piece is well executed, other students may learn your choreography, so I can create a video montage of your piece. See different examples:
  + [“Qué Calor” – Street Dance – Choreography by Sabrina Lonis](https://www.youtube.com/watch?v=5k8O3AWcSZE)
  + [“Come Around Me’’ by Justin Bieber – Choreography by CJ Salvador](https://www.youtube.com/watch?v=rhWox2EoVj0)
* **My goal:** to create a video montage for you and your dancers to keep and to hopefully be able to showcase at our *“Hands Down, We Did It!* “virtual event.
* **Guidelines:** To help you, follow this [link](https://blogs.ubc.ca/isabelle/digital-dance-project-a-solo/) on the blog and make sure to see [what you need to hand-in](https://blogs.ubc.ca/isabelle/what-i-need-to-hand-in/).

**Option #3:** *Dance critique/analysis of a dance performance and/or a dance movie*

**Watch a full-length dance performance and write an 500-700 words analysis**

* Check out any style of dance of your choice with options on TV or YouTube, or other resources such as (but not limited to):
  + Check out the blog [**here**](https://blogs.ubc.ca/isabelle/watch-free-performances-online/) for tones of options, you can also see below.
  + [The best ballet and dance performances to stream during quarantine](ohttps://ew.com/tv/the-best-ballet-and-dance-performances-to-stream-during-quarantine)
  + [The dance performances that have gone online](https://www.dancemagazine.com/dance-performances-online-2645501079.html)
  + [MarqueeTV 30-day free trial](https://www.marquee.tv/freetrial)
  + You can check out the [Jacob’s Pillow Dance Interactive](https://danceinteractive.jacobspillow.org/browse/playlists/) website as inspiration, but to my knowledge, these are only excerpts.
* It can NOT be a dance competition. It must be presentation in a theatre or on some kind of a stage in a professional setting, or be a theatrical movie.
* **Length:** The dance performance/movie needs to be at least 15 minutes long.
* **Goal:** Writing a dance analysis is an exercise involving careful attention to details and making connections to what you know and what you are learning.
* **Purpose:** Develop a detailed eye when watching a performance by paying attention to the movement, choreography, use of space, performance, music, staging, and develop a personal response and an overall reaction.
* **Guidelines:** Available on the blog under [Dance Critique](http://blogs.ubc.ca/isabelle/files/2020/04/Writing-a-Dance-Critique-adapted-by-Ms.-Isabelle.pdf).

**Option #4:** *Learn a pre-choreographed dance available online*

**Learn and perform a dance/dance combo**

* **Goal:** Select a dance piece by choosing a dance style that interests you and a level of difficulty that is manageable. Keep in mind that you will need to reproduce the piece to the best of your ability, as choreographed, in a limited amount of space while social distancing.
* **Length:** About 45 seconds
* Once you selected the piece, analyze the movements and make sure that you can replicate at least 75% of the original choreography. For 25% of it, you can make alterations to suit your ability level or as a safety protocol.
* **Purpose:** In addition to learning the dance, write a 1 page reflection answering the following questions:
  + Explain why you picked this dance.
  + Explain the process of rehearsing this dance.
  + Explain where and why you made changes to the original choreography.
  + What did you learn along the way while doing this project?
* **Ultimate goal:** Email me 2 videos:
  + The original choreography
  + Your performance of the choreography

**Option #5:** *Create an entertaining dance in honour of Covid-19 (to make us smile!)*

**Create a dance (and song if desired) to help people cope during the**

**pandemic.**

* See examples of what has already been created as a source of inspiration:
  + [Vietnamese song and dance about coronavirus hygiene goes viral](https://www.youtube.com/watch?v=Owcdxs_7dWw)
  + [Coronavirus shuffle dance](https://www.youtube.com/watch?v=QUYH4UiwUaM)
  + [Family Lockdown Boogie](https://www.youtube.com/watch?v=G-ugfNXYcDg)
    - *If you choose to re-create this video, with your family, while making some alterations to make it more personal, you can take an extra 2 weeks to complete this. See more information* [*here*](https://blogs.ubc.ca/isabelle/family-lockdown-boogie/)*.*
* **Goal:** To bring some much-needed laughter and entertainment to everyone as we are all dealing with this pandemic.
* **Length:** Less than 2 minutes as this will be a lot of work… but so much fun!
* **Purpose:** Be creative, using dance as a medium, to reflect on how Covid-19 has changed our lives.
* **Ultimate goal:** It would be amazing if I could share the video with the dance community to make people smile!
* **Guidelines:** You can use an existing song or lip-synch over an existing karaoke version having changed the lyrics. You can do it as a solo or involve members of your family (only people you are in direct contact with in your household).

**Option #6:** *Daily Physical Activity Log*

**Follow the minimum guidelines of the Daily Physical Activity requirements**

* **Goal:** *From the* [*NVSD website*](https://www.sd44.ca/school/handsworth/Parents/Documents/Daily%20Physical%20Activity%20%28DPA%29%20Information.pdf)*:* We know that active, healthy students are happier and learn better. They also develop good habits that can contribute to longer, healthier lives. The British Columbia Ministry of Education (MOE) requires students in grades 8 through 12 to complete 150 minutes per week of physical activity, at a moderate to vigorous intensity. The requirement to report Daily Physical Activity is meant to help promote a healthy and active lifestyle. Participation in PE Classes is one way to meet the required minutes, but it is still recommended for students to engage in DPA on non PE, Dance, Fitness or Conditioning days.
* **Length:** For the 2 weeks given before the due date
* **Purpose:** To remain active in way or another and respect the minimum weekly requirement of 150 minutes of moderate to vigorous activity, while encouraging you to do more if you can.
* **Ultimate goal:** It would be great if you could do a variety of physical activities during the week and include some dancing as part of your routine for pleasure.
* **Guidelines:** Follow the Handsworth and/or NVSD guidelines by choosing how to meet the requirements with activities of your choice and/or using the resources available on the blog under [“Dance It Out!”.](https://blogs.ubc.ca/isabelle/dance-it-out/)

**ASSESSMENT: RUBRIC**

Instead of having different criteria for each assignment, I will use one general rubric for all the assignments.

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| **CRITERIA** | **FULLY MEET EXPECTATIONS** |
| LENGTH  (10 marks) | * Students complete the full length of assignment requirement. |
| DANCE  FORM  (10 marks) | * Dance elements (such asbody, action, space, time, energy, relationships, dynamics) are explored in creative, performative, or analytical works. |
| EXPLORE AND CREATE  OR  REASON AND REFLECT  (10 marks) | * Explore and create dance works to express ideas and emotions either through writing and/or performance.   OR   * Reflect on dance works and make connections with personal experiences and examine the influences of social, cultural, historical, environmental, and/or personal context. |
| VOICE  (10 marks) | * The expression of dancer’s voice is clear in creative work or performance.   OR   * The voice of the dancer’s analytical written work offers different perspectives and makes connections to artistic form, social, cultural, historical, and/or environmental context. |
| DEVELOPMENTAL STAGES OF REFINEMENT  (10 marks) | * Students clearly went through developmental stages to refinement to produce the assignment for assessment as would be necessary to create the best work.  1. Ideation & brainstorming 2. Proposal building and refinement 3. Evaluation 4. Prototyping and testing |
| **REFLECTION**  **(10 marks)** | * + At the end of the project, write an additional paragraph describing what you learnt from engaging in this assignment.   + Make connections to COMMUNICATION, CRITICAL & CREATIVE THINKING, and/or PERSONAL RESPONSIBILITY (BC’s core competencies) |