



Lesson Idea



Grades K-5 (adaptable to all levels)

Model Performance Assessment: [D.E105 BrainDance Sequence](#)

Standards

L.P.1 – Students can perform choreography as soloists and part of an ensemble with spatial awareness, musicality, and accuracy in technical principles relating to stationary, axial, and locomotor movement as well as time, space, and energy.

Learning Targets

- I can create a movement sequence.
- I can perform a movement sequence.
- I can reflect on my movement experience.

Lesson Description

Brain Dance, as developed by Anne Green Gilbert, serves as a means for students to gain movement function and articulation by connecting brain and body. This work can be used to support students' nervous systems and promote emotional regulation. Each marking period, I would create a new version of BrainDance that introduced key movement vocabulary which also happened to align with one or more of the eight components of movement acquisition outlined within BrainDance. I also used the eight components for an introduction into movement analysis appropriate for most grade levels.

This could progress through the creative process from a technical performance of the choreographed sequence, to a composition exercise in which students create a movement phrase with the actions provided in the original sequence, to a reflection on how they feel before and after dancing either or both phrases.

Adaptations

Online: Offer a live-streamed session and/or provide a recording of the sequence.

Mail: The instructor's original BrainDance sequence could be notated with words and/or sketched images of the dance actions appropriate to the level of the student. Instructions for re-structuring the sequence to develop their own phrase could be provided, along with a series of reflection questions.

Phone: Over the phone, each component of BrainDance could be described as open-ended prompts. In this version, the specific movement vocabulary choreographed by the instructor may not be retained but the benefit of performing this series of actions for the student for their social-emotional health is still valuable.

Reflective Questions

1. How do you feel after dancing BrainDance?
2. What sensations do you feel?
3. Has your mood shifted after moving?
4. When choreographing your own phrase, how did you decide to sequence the components of BrainDance?

– Offered by Heather Vaughan-Southard



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Lesson Idea

Choreography/Dance for Camera



Grades 9–12 (adaptable to all levels)

Model Performance Assessment: [D.T412 Choreography/Dance for Camera](#)

Standards

ART.D.II.HS.6 – Create a dance and revise it over time using multi-media equipment, such as slides, camera, video, and computers to articulate the reasons for artistic decisions and what was lost and gained by those decisions.

Learning Targets

I can choreograph a dance sequence for digital performance.

Lesson Description

Using [Exquisite Corps directed, produced, and edited by Mitchell Rose](#) as an example, students use Zoom to create a group composition using technology.

- Teacher will assign an order of sequence, determine solo length, and record the meeting.
- Students will select opening and ending shapes/movement for their solo. Their solo can be choreographed or improvised with a time limit.
- Using speaker view, activated by sound to initiate the entrance of each individual performer.

Adaptations

Mail: Students could draw or notate a series of solos within boxes with clear connection of starting/ending shapes connecting each frame.

Phone: Students can provide sound and/or spoken description of movement as they improvise or create their choreography sequence like a sound accompaniment to movement.

Reflective Questions

1. Describe unexpected outcomes of your experience as a mover or as a viewer.
2. If you were to do this again, what would you be more conscious of next time?
3. If you could create your own individual recorded solo, where would you dance and why?

– Offered by Heather Vaughan-Southard