

<b>Date: 11/9/2020</b>		<b>Subject: Dance</b>	<b>Grade: 10th</b>
<b>Lesson Topic: The Elements of Fosse Technique</b>		<b>Class/Group Size: 7</b>	
<b>Instructional Location: Union County Vocational Technical Schools, Academy of Performing Arts, Scotch Plains, NJ</b>			
<b>I. Learning Objectives</b>			
<b>Central Focus of Lesson:</b> Students learn five Fosse elements of isolations, rounded shoulders, turned in knees, hand precisions, and finger snaps to <u>identify</u> in their own choreographic phrase.			
<b>Lesson #1 Objective(s)</b>		<b>Standards Addressed:</b>	
<b>Content Objectives:</b> Students will be able to <u>identify</u> five elements of Fosse technique (rounded shoulders, hand precision, turned in knees, hip isolations, and finger snaps) with 80% accuracy.  Students will be able to <u>execute</u> the five Fosse elements (rounded shoulders, hand precision, turned in knees, hip isolations, and finger snaps) with clarity of Fosse vocabulary.  <b>Language Objectives:</b> Students will be able to <u>create</u> a 32-count phrase that utilizes the five Fosse elements from stimulus material to choreographic material.  Students will be able to <u>explain</u> the meaning of each Fosse element and how it's represented in their choreographic choices.		1.1.12acc.Pr5: <u>e. Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</u>  NCAS DA:Cr1.1.II <u>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</u>	
<b>Key Vocabulary:</b> Fosse Technique, Bob Fosse, isolations, rounded shoulders, turned in knees, hand precision, finger snaps, gesture			
<b>II. Lesson Consideration</b>			
<b>Prior Academic Learning and Prerequisite Skills</b>	Students are enrolled in a heavily based modern and ballet program and rarely get to learn about other genres of dance except for students enrolled in private dance studio training. All students in this course are enrolled in a private dance studio outside of their high school and within their curriculum in school have expressed an interest in jazz dance. Two students have performed a Fosse style dance on their middle school dance team which could aid them while learning more about Bob Fosse and his choreographic process. Through the pre-assessment I will gather how much students know about Fosse technique to guide the delivery and pacing of content throughout the unit.		
<b>Misconceptions</b>	Students may have misconceptions about what the Fosse technique of dance is and will only be able to draw from outside knowledge. Within this lesson plan, I will address any gaps in knowledge from their outside learning environments through modeling and demonstrations. Students are bringing various prior knowledge that may be helpful towards molding their choreographic voices of the Fosse style. However, some prior knowledge may be harmful towards students' progression within the lesson. Students may think of Fosse technique as one specific element rather than acknowledging the diverse range of Fosses' choreography and technique.		
<b>III. Lesson Plan Details</b>			
<b>Lesson Introduction – “Before”</b>			
<b>Pre-Assessment and Background:</b> (5 minutes) Students will begin by entering the dance studio and virtual Zoom classroom with their assigned dance materials (chrome book, jazz shoes, notebook, and a writing utensil). Students entering the in-person studio will go to their assigned taped box to ensure social distancing and prepare for class. Virtual students will be logged onto the Zoom classroom with their dance materials and prepared for class. Students will engage in a ten question Kahoot game as a <b>pre-assessment</b> . This pre-assessment provides the opportunity to assess quantitative data on how much students know about Fosse and what students don't know, that will be answered within the lesson. “Welcome dancers! As you enter the virtual or physical space please go to Kahoot.it and type in our game code. Your name on the Kahoot will count towards our attendance for class.” Students will go through a ten question Kahoot where students identify Fosse elements and characterizations prior to engaging in the warmup. Once the Kahoot has ended, students will place their devices to the side and find space to dance. When ready for the next task, students will stand tall and strike a Fosse inspired posse, “When completed, stand tall in your space and strike a Fosse inspired pose. If			

*you're unable to strike a pose, use the pictures shared on the screen as inspiration."* The teacher will be screensharing a virtual poster board with over fifteen Fosse poses to choose from.

#### **Learning Activities - "During":**

##### Part 1: Fosse Phrase: (13 minutes)

Students will learn a 48-count phrase choreographed by the teacher that serves to warm up the body while progressing through the five stylistic elements of Fosse (rounded shoulders, hand precision, turned in knees, hip isolations, and finger snaps). Each element will be focused in 8-counts to equal 40-counts; the last 8-counts will serve for students to melt into a pose of their choosing. The teacher will verbally explain while physically modeling the steps in the phrase to familiarize students with the key vocabulary. The teacher will provide imagery for each element through verbal cueing. Students will perform the phrase in two small groups based on their placement for hybrid learning. As each group performs the phrase, the teacher is assessing informally that each dancer is **executing** the elements clearly. The teacher will address any misunderstandings assessed within Part 2: Class Review.

##### Part 2: Class Review: (7 Minutes)

Afterwards, students will verbally **identify** the five Fosse elements used within the first phrase. The teacher will ask students to model different parts of the phrase that highlights a specific element and a peer will identify that movement. A different student will model a different section to allow all students to be highlighted. Through this process, the teacher will informally assess any gaps in knowledge through a visual inspection. Once all the movements from the Part 1: Fosse Phrase has been classified and **identified** to a certain element, the teacher will begin to address any misconceptions and gaps in knowledge through physically modeling the material. Afterwards, students then will have the opportunity to ask any questions through a question and answer prior to moving on to the choreographic workshop. *"Great work identifying the five elements of Fosse dancers! Does anyone have any questions about the five elements we just learned?"*

##### Part 3: Choreography Workshop: (20 minutes)

Students will create a 32-count phrase that utilizes all five elements. Students will have to include all five elements along with specific technical skills. Students will be given a **formative checklist** to use to guide their learning. The teacher will walk around the space and provide verbal and written feedback through Zoom as students work. When all students are nearing the end of their work time, the teacher will prompt them to begin to prepare to present their phrase for their classmates.

*"Dancers, it's time for you to take the five elements of Fosse and create your own phrase. Your phrase will be 32-counts long that must include a clear beginning and clear ending. Each element can be used for however long you see fit but must be used at least once. This differs from the warmup phrase where each element had a clear eight-count. Turn your attention to the checklist on screen to use as you work. Can one dancer repeat the directions back to me before we start?"*

#### **Closure - "After":**

##### Part 4: Class Feedback: (10 minutes)

All students will present their choreography to the group individually. As each student performs, the class will assess based off the checklist and Google Document. Students online and in person will use the Google Document on Google Classroom to provide feedback on the four criteria points in the checklist to their fellow peer presenting. After students share their choreography, students will be led through an essential question to relate their understanding of the Fosse style to their own choreographic voice.

*"It was wonderful to see your own Fosse inspired phrases that used the five Fosse elements. Can you **identify** which elements you utilized?"* Students will then be called on to recall the five elements learned in class. *"Great work recalling the five elements learned today. Bob Fosse also studied ballet and modern dance like you but felt that he didn't have the technical skills to make a professional career in the arts but proved everyone wrong by creating his own style. Remember as you keep working through our Fosse unit to add your own stylistic flair and personality into your phrase material because performing Fosse technique is about the attitude! An attitude that he was going to do it his way and created an entire genre of dance out of it. Does anyone feel connected to this side of his performance quality or aesthetic and can share how this affected their dancing?"*

##### Exit Slip: (5 minutes)

Students will fill out a Google Form as an exit slip that also serves as a post assessment. The Google Form will ask the same questions from the Kahoot for students to exhibit mastery over the subject. Once students submit their Google Form on Google Classroom class will be dismissed.

**Extension:** Time permitting, students will begin to brainstorm what the term 'revision' means to them and how it could apply in their choreography workshops, as planned in the next lesson.

#### **IV. Assessment**

##### **Assessment Strategy #1**

##### **Description of Assessment Strategy #1:**

###### **Pre-Assessment:**

The pre-assessment will consist of ten multiple choice questions asking students

##### **Alignment with Objectives:**

The pre-assessment surveys students' prior knowledge about historical and cultural context of Fosse technique and who Bob Fosse was. Before the lesson begins, students are familiarized with the key vocabulary and are introduced to Fosse technique. This relates to the **content**

<p>to <b>identify</b> quantified Fosse elements and characterizations of Fosse technique. The Kahoot will collect formative data of students' prior knowledge about the content within the learning segment and to inform further instruction.</p>	<p><b>objective #1)</b> Students will be able to <b>identify</b> five elements of Fosse jazz (rounded shoulders, punctuated hands, turned in knees, hip isolations, and finger snaps) as students identify and familiarize with the five elements through the imagery provided within the Kahoot.</p> <p><b>Evidence of Student Understanding:</b> This pre-assessment strategy provides evidence of understanding by determining whether students have the knowledge that enables them to identify movement elements.</p> <p><b>Student Feedback:</b> Students will be provided immediate feedback throughout the Kahoot. After each student answers or time runs up, Kahoot shows the correct answer. Prior to moving onto the next question, the teacher will verbally explain the answer and provide feedback to the group as a whole since Kahoot is anonymous for correct answers during the game. This pre-assessment will be scored.</p>
<p align="center"><b>Assessment Strategy #2</b></p>	
<p><b>Description of Assessment Strategy #2:</b> <b>Part 1: Fosse Phrase</b> Students will learn the a short 48-count phrase that includes five Fosse elements. As the students perform the phrase in smaller groups, students will be assessed on their ability to execute the phrase with clarity of the Fosse elements. The teacher will <b>informally</b> assess students' performances and address any misconceptions within the class review.</p>	<p><b>Alignment with Objectives:</b> The completion of the Fosse Phrase with clarity and stylistic execution demonstrates student's ability to achieve content objective #2) Students will be able to <b>execute</b> the five Fosse elements (rounded shoulders, punctuated hands, turned in knees, hip isolations, and finger snaps) with clarity of Fosse vocabulary. Students through this informal assessment are <b>executing</b> the stylistic qualities of Fosse through the elements for the first time within the Fosse unit.</p> <p><b>Evidence of Student Understanding:</b> Students will perform the Fosse Phrase with clear knowledge of the dance with as little as zero to one pause. Students will demonstrate evidence of understanding of the five Fosse elements through the physical execution of the elements. For example, when students perform the element of hand precision their will be energy through the ten fingers rather than energy ending at the palm.</p> <p><b>Student Feedback:</b> The teacher will provide immediate feedback to the students through oral feedback and physical modeling at the conclusion of the two groups presenting.</p>
<p align="center"><b>Assessment Strategy #3</b></p>	
<p><b>Description of Assessment Strategy #3:</b> <b>Part 3: Choreographic Workshop</b> Students will create a 32-count phrase that includes the five Fosse elements from Part 1: Fosse phrase. Students will be provided a checklist that lists the criteria that needs to be included within the choreography. Students will be assessed based off the checklist for feedback.</p>	<p><b>Alignment with Objectives:</b> Through Part 3: Choreographic Workshop students are choreographing utilizing the five Fosse elements learned in the first section of the lesson which aligns with <b>language objective #1)</b> Students will be able to <b>create</b> a 32-count phrase that utilizes all five of the Fosse elements learned in class to demonstrate content understanding of the material. This assessment provides students with clear parameters and criteria to include within their choreographic workshop to achieve the #1) language objective.</p> <p><b>Evidence of Student Understanding:</b> This assessment displays evidence of student understanding of the Fosse elements through their ability to choreograph work including the elements. Through this task students are synthesizing their knowledge of the Fosse style into their own movement vocabularies.</p> <p><b>Student Feedback:</b> Students will receive feedback from both their peers and their teacher. Both the teacher and students will be filling out a Google Doc handout via Google Classroom. Through the handout, students will be provided feedback based off the criteria checklist. Students will submit the handout on Google Classroom. The teacher will share the feedback for each student through a Google Drive link.</p>
<p align="center"><b>Assessment Strategy #4</b></p>	
<p><b>Description of Assessment Strategy #4:</b> <b>Post-Assessment: Exit Slip</b> Teacher will informally assess students through a Google Form that mirrors the content presented in Assessment strategy #1, for students to fill out individually. Students will be identifying the five Fosse</p>	<p><b>Alignment with Objectives:</b> The exit slip mirrors questions from the Kahoot pre-assessment to provide students with an opportunity to feel a sense of mastery over their work. This assessment aligns with the first content objective since students continue to identify the five Fosse elements learned. The exit slip will align with content objective #1) Students will be able to <b>identify</b> five elements of Fosse jazz (rounded shoulders, punctuated hands, turned in knees, hip isolations, and finger snaps) through their ability to identify the images and explain different movements that can</p>

elements on their own to see what the students retained from the learning segment.	categorize as an element. Lastly, the assessment aligns with language objective #2) Students will be able to <b>explain</b> the meaning of the term ‘Fosse Technique’ and how it’s represented in their choreographic choices through their ability to explain their Choreographic Workshop process.
	<b>Evidence of Student Understanding:</b> After participating in the Kahoot and learning segment, students should be able to display measurable growth from the pre-assessment in the ability to correctly identify the five Fosse elements. This growth will allow for students to apply these elements in their choreographic workshop in the second lesson.
	<b>Student Feedback:</b> Teacher will collect the assessment through Google Classroom for accuracy and grade student responses in writing out of ten points. Students that score an 8/10 or higher than (80%) will have met the benchmark for content objective #1. All students will receive their scores and feedback on incorrect answers via a private comment on Google Classroom.

#### V. Knowledge of Students

##### **Building on Personal/Cultural/Community Assets:**

The seven dance students in Dance Lab bring a distinct set of **personal and community assets** to this lesson. While two students have performed in Fosse technique dances in outside private dance studios and dance teams; all students have viewed a Fosse style performance either through the Broadway production of *Chicago* or through the 2001 movie adaption. Through the Fosse style, students analyze who they are as choreographers to build upon their **personal assets**. Students learn about how Bob Fosse created this style after feeling like an outcast in the ballet world and created Fosse technique to showcase what he excels in. Students build upon these ideas as they create choreography to include the five elements as well analyzing their own strengths in movement. This lesson harnesses students’ cultural assets through thinking about their strengths for their **personal and cultural** identity.

##### **Grouping Strategies:**

Students are grouped based on their hybrid learning setting. Students in the classroom are paired together and students remote are grouped together. This allows for seamless transitions within the grouping process and for students in person not to use Wi-Fi to harm the internet connection for the teacher’s zoom.

##### **Planned Supports:**

**Visual Supports:** Pre-Assessment Kahoot procedure written on the white board and in the Zoom chat. Imagery of the Fosse style and elements were displayed throughout the Kahoot to support students. The virtual Fosse Poster with different poses and imagery served as a visual support throughout the entirety of the lesson. The poster was used when students embodied a Fosse pose to move on to the next task, the final pose in the Part 1: Fosse Phrase, and as a visual support in their Part 3: Choreographic Workshop.

**Instructional Strategies:** After instructions were provided to students, one student would volunteer to talk-back the directions of the task to ensure they understood what was being asked of them. Another instructional strategy occurred in Part 3: Choreographic Workshop, students were provided a checklist that listed the four criteria points that were to be included.

#### VI. Supporting Literacy Development through Language

**Main Language Function:** Students will use the five Fosse stylizations to **create** a 32-count phrase that incorporates the lesson content as well as their own movement vocabularies. Students will also be able to **explain** how the style was showcased within their choreography.

##### **Key Learning Task(s):**

Part 1: Fosse Phrase: Students are embodying the Fosse style and are able to **identify** the five different Fosse elements. This learning task will serve as a building block for progression for the entire Fosse Unit. Students are learning the five main elements that they will use to choreograph and explain Fosse technique with.

Part 3: Choreographic Workshop: Students are applying the five different Fosse elements in order to **create** a phrase utilizing components of Part 1: Fosse Phrase.

**Additional Language Demands (i.e. syntax, vocabulary, discourse):** Throughout the entirety of the lesson students are engaging with the dance-specific vocabulary words of Fosse technique, Bob Fosse, isolations, rounded shoulders, turned in knees, hand precision, and finger snaps. Students are introduced to the key vocabulary through the Kahoot pre-assessment and begin to physically utilize the vocabulary through **identification** in Part 1: Fosse Phrase. Students display syntax of the vocabulary through Part 2: Class Review where students as a class visually observe movements and **identify** them verbally using the technical vocabulary. Through this process of identifying the vocabulary, students are ready to be tasked to **create** their own choreographic phrase to display discourse of the elements of Fosse through synthezation.

**Language Supports:** Students are supported to use academic language within the entirety of the lesson through the key vocabulary being posted in the Zoom chat and on the whiteboard in the classroom. Students have access to the vocabulary throughout the class and are supported to use it through sentence starters in the final exit slip to explain their choreographic process.

Date: 11/12/2020		Subject: Dance Lab		Grade:10 <sup>th</sup>	
Lesson Topic: Compare and Contrast Student Choreography			Class/Group Size: 7		
Instructional Location: Union County Vocational Technical Schools, Academy of Performing Arts, Scotch Plains, NJ					
I. Learning Objectives					
Central Focus of Lesson Students will revise their choreographic phrase from lesson 1 to compare and contrast their original and revised work.					
Lesson Objective(s):			Standards Addressed:		
Content Objectives: Students will be able to <u>revise</u> their choreographic phrase through the use of choreographic devices and applying feedback from peers.			DA:Cr3.1.II: <u>a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures</u> , collaboratively or <u>independently using established artistic criteria</u> , self-reflection and the feedback of others.  1.1.12prof.Cr3. <u>a. Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.</u> <sup>[P.]</sup> <sub>[SEP]</sub>		
Language Objectives: Students will be able to <u>compare and contrast</u> key similarities and differences of their phrase through analyzing and evaluating the revision process in class discussion and graphic organizer.					
Key Vocabulary: Fosse, Bob Fosse, isolations, rounded shoulders, turned in knees, hand precision, finger snaps, gestures, revision, embodiment, splice					
II. Lesson Consideration					
Prior Academic Learning and Prerequisite Skills		Students will need to <b>recall</b> and <b>apply</b> the five Fosse elements (isolations, rounded shoulders, turned in knees, hand precision, finger snaps) learned in the first lesson to be able to complete the key learning task in this lesson. Students must also recall the phrase that they choreographed in the first lesson, if needed students can view their initial recordings of their phrase for reviewing.			
Misconceptions		Any gaps in knowledge or misconceptions from the first lesson will be collected through the students final Google Form exit slip. The teacher will use the information to inform the beginning of the lesson to address any misconceptions about creating and embodying the five Fosse elements. Moving forward with content specific vocabulary, students may have differences in ability to synthesize academic language and dance-specific vocabulary when completing their Compare and Contrast worksheets. For this reason, I anticipated these misconceptions and have a group discussion to organize thoughts about the revision process to be utilized in the final worksheet.			
III. Lesson Plan Details					
Lesson Introduction – “Before” Prior to lesson 2, the teacher will review the exit slips from the previous lesson. The teacher will determine which questions students struggled with to address prior to beginning the second lesson. Students in advance will be given a Google Drive folder with their peer and teacher feedback from the first lesson. Students will begin by entering the dance studio and virtual Zoom classroom with their assigned dance materials (Chrome book, jazz shoes, notebook, and a writing utensil). Students entering the in-person studio will go to their assigned taped box to ensure social distancing and prepare for class. Virtual students will be logged onto the Zoom classroom with their dance materials.  Do Now: <u>Introduction</u> : (5 minutes) Teacher will verbally share the correct answers of the Google Form exit slip from the previous class and go over the material with which students struggled with. One student in remote learning will act as a scribe and write the five Fosse elements in the chat on Zoom and one person in hybrid learning will act as scribe writing the five Fosse elements on the white board. “Good afternoon dancers! Let’s recall our five Fosse elements from Monday’s class. Can one student in person come up to the white board and list the elements? Then, can one student online type the five elements in the Zoom chat?”. Teacher will choose two volunteers and when they are done review the five elements and any misunderstandings from lesson 1.					
Learning Activities - “During”: <u>Part 1: Fosse Video</u> : (5 minutes) Students will turn their attention to either the shared screen or monitor to watch the video, “ALL THAT JAZZ/HOT HONEY RAG” from the 1997 Tony Awards which highlights the elements learned in the previous lesson (turned in knees, hand precision, isolations, rounded shoulders, and finger snaps).					

The teacher will pause the video at each minute mark for students to identify which elements were showcased. The students will **embody** the element prior to continuing the video.

*"Students as you watch the video; I will pause the video at the different sections for us to verbally identify the elements presented and **embody** the material. Therefore, you should be standing and ready to dance throughout the entirety of the video. For example, let's watch the first five seconds." Students will be shown the first five seconds and pause the video on the opening position. "We notice that they are beginning in a clear position and the lead dancer in the front is **embodying** which element?". Students will be prompted to answer, "turning in their knee" or "internal rotation of the knees". "Let's all embody this pose. Great! Can someone talk-back the directions for me?" After a student talks-back the directions and the class are clear on the task, the teacher will begin the video. As students answer, the teacher has a list of the elements included in each section that need to be checked off before moving on.*

#### Part 2: Embodiment of Elements: (5 minutes)

The teacher will highlight three moments in the video that **embodied** three of the elements from the first lesson. These three elements were chosen based on students' choreography task from the previous lesson; these elements were either not included or could've been more distinct in their choreography.

*"Great work dancers identifying elements from the video! Next, let's embody the following elements that I choose from the video." Students will be given the three elements (hip isolation (:33), hand gesture pose (1:20), turned in knees (: 1:38)) pulled from the video's choreography. "Now dancers, individually review the three elements and **embody** each shape. Place them in any order of your choice."; "Next add one finger snap to one of the three elements. When you're done practice the short phrase until you feel confident."*

The teacher will float around the room and/or screen to ensure all students are on task. As a planned support to keep students on task, the teacher shared a PowerPoint with the directions scribed.

#### Part 3: Peer Feedback: (5 minutes)

Students will be split into groups of two and three to provide feedback to each other's phrases. Students will be split based on their cohort for hybrid learning. There will be two break out groups and one group in person. Students will provide feedback through a "Yes" or "No" checklist in Google Classroom for each pre-determined group.

*"It seems that everyone is wrapping up with this embodiment practice. Let's move on and turn our attention to the yes or no checklist on the screen. In break out rooms, present your short phrase to your partner or partners. After your partner presents, fill out the Yes or No checklist and provide oral feedback based off what you checked off. I will be observing groups as you provide feedback". Student's will be provided sentence stems for feedback to be neutral rather than opinionated.*

#### Part 4: Discussion and Co-Create Rubric: (10 minutes)

Students will exit their breakout rooms and return to the main room. Student's will be asked, *"Based off our checklist from Monday and today's class, what do you think are the most important aspects of your Fosse choreographic phrase?"* Students will begin to build the criteria and language for the rubric with guidance from the teacher. The teacher will share their screen with a blank table on Google Documents. The teacher will guide students to co-create a rubric together to use in their choreographing workshops. If needed, teacher will ask, *"What feels important in this assignment?", "What do you think you should be graded on?", "To get a 100% you totally rocked this, what do you have to do?"*.

#### Part 5: Choreography Workshop: (15 minutes)

Students will revise their choreography from the first lesson to splice their new material from the video. *"Dancers, what does it mean to splice something?"* Students will begin to answer their interpretations to guide teacher feedback of the new vocabulary word. *"Great, now let's think of splicing in terms of choreographing. We all have our base phrases from Monday's class and now you will revise the phrase by implementing the short phrase you created today into the original. Does anyone have any questions about the task?"*.

After the directions are orally explained, the teacher will share the directions in the PowerPoint. *"As you work, think about the important criteria you listed from the co-created rubric. Take ten minutes for the revision process and utilize the rubric to guide your process; the rubric is posted on Google Classroom. Don't forget to implement your feedback from your peers on Google Classroom. I will be walking around to provide feedback and watch you work."*

After the teacher has provided feedback and observes the students wrapping up the task students will be given the next steps.

*"When you are finished dancers, upload a recording of your revised phrase to Google Classroom."* Next, students will be tasked to brainstorm ideas based on the essential question, *"Why is the revision process important in choreography?"*.

#### Part 6: Discussion: (15 minutes)

After all students upload their recordings to Google Classroom, students will begin to reflect upon the prompt written on the whiteboard and in the Zoom chat. Students will gather together and discuss their ideas about the revision process. As students discuss, the teacher and students in person will create a horseshoe shape for everyone to be able to see the white board. The teacher will write on the board and orally ask: *"Why is the revision process important in choreography?"*.



*“Dancers let’s begin to think about the revision process of our Fosse phrase from Monday. Why is the revision process important in choreography? What did you take away from today’s revision activity to enhance your work?”*. As students answer, the teacher will create a cluster web graphic organizer on the white board to organize their thoughts. Students will be guided to reflect upon their original and revised phrase to **compare and contrast** the key similarities and differences. Students will be brainstorming ideas and thoughts that can be applied to their Compare and Contrast Worksheet.

#### **Closure - “After”:**

Compare and Contrast Worksheet: (5 minutes)

Students will **compare and contrast** their original and revised phrase using the key vocabulary.

*“Dancers, log into Google Classroom and fill out the graphic organizer. The graphic organizer is your reflection on your original choreography from the first lesson and your revised phrase from today.”*

Once students have completed the graphic organizer, they will pack up their belongings and be dismissed by the instructor.

**Extension:** If time permits, students will begin to reflect upon their phrase and decipher if there is a motif or theme within their choreography.

### **IV. Assessment**

#### **Assessment Strategy #1**

##### **Description of Assessment Strategy #1**

##### **Part 5: Choreographic Workshop**

Students will take their creation from Part 2: Embodiment of Elements and splice the choreography into their original phrase. This transition and splice should work seamlessly into their choreography. Through this process, students will **revise** their original choreography to include specific elements and apply feedback from the first lesson and the “Yes” or “No” checklist.

##### **Alignment with Objectives:**

This assessment aligns with **content objective #1**) Students will be able to **revise** their choreographic phrase from the first lesson through refining the choreographic structure and applying feedback from peers. The students are revising their original choreography with guidance of feedback and from the criteria of the co-created rubric.

##### **Evidence of Student Understanding:**

Through the rubric, students will be informally assessed by their instructor when the instructor watched their video on the Google Classroom stream. Students who score in the “Outstanding” category display evidence of understanding in each of the criteria. At this point, students should be scoring at least “Proficient” in each category to be able to move on to the final choreographic workshop within the last lesson.

##### **Student Feedback:**

Students will be provided feedback from the teacher through a private comment on Google Classroom with their rubric attached with feedback for areas of improvement.

#### **Assessment Strategy #3**

##### **Description of Assessment Strategy #2:**

##### **Compare and Contrast Worksheet:**

Students will **distinguish** the similarities and differences of their original and revised Fosse choreographic phrase in a Venn Diagram. Students will be organizing their thoughts to analyze and evaluate the revision process and its effectiveness.

##### **Alignment with Objectives:**

Teacher will use the informal assessment of the individual Compare and Contrast Worksheet to measure student achievement of **language objective #1**) Students will be able to **distinguish** key similarities and differences of their phrase through analyzing and evaluating the revision process in class discussion and graphic organizer. Which aligns with the objective by students comparing and contrasting the distinguishing elements of their choreography through a Venn Diagram.

##### **Evidence of Student Understanding:**

Through the Compare and Contrast Worksheet; students who clearly articulate their thoughts based off analysis of their choreography display a clear evidence of learning. Thus students, who successfully **distinguish** their choreographic phrase after the revision process with evidence from the choreography have grasped the central focus and language objective #1.

##### **Student Feedback:**

Students will be provided feedback from the teacher through a private comment on Google Classroom based on their answers for the Venn Diagram. Students will also be provided verbal feedback with teacher modeling in the next lesson when students revisit the web cluster of ideas about the revision process.

### **V. Knowledge of Students**

#### **Building on Personal/Cultural/Community Assets:**

Students **personal assets** are used to inform their choreographic revision process as each student embodied the three elements differently and interpreted the choreography differently. Through this lesson, students are able to build upon their **personal assets** through revising their choreography to encompass who they are while embodying the Fosse phrase. Students are able to build upon **community assets** through providing peer meaningful feedback with sentence stems such as “I noticed” or “I observed” rather than “I liked” or “I didn’t like”.

**Grouping Strategies:**

Students will be grouped based on their cohorts for hybrid learning. Students in the studio will be placed in one group and the other students online will be split into two groups. The students online were split into two groups prior to the second lesson based on their movement clarity of the elements. As the cohorts change from class to class each group will have an opportunity for in person and online learning.

**Planned Supports:**

**Visual Support:** “Do Now” wrote the elements on the board and in the chat for students to utilize through the entirety of the class. The video, “ALL THAT JAZZ, HOT HONEY RAG”, served as a visual aid for students to watch professional Fosse trained dancers embody the elements. As students went through the different activities and tasks, the teacher verbally explained the instructions and had the instructions shared on a PowerPoint. The instructions were displayed throughout the entirety of each task.

**Instructional Strategies:** In part 3, students provide neutral feedback based on a “Yes” or “No” checklist. The checklist facilitated neutral feedback based off clear criteria.

**VI. Supporting Literacy Development through Language****Main Language Function:**

The main language function within this lesson plan is for students to be able to **compare and contrast** the differences and similarities through a graphic organizer. Students will use the academic language to compare key characteristics of their two phrases and then contrast the differences based on the Choreographic Workshop (Part 5).

**Key Learning Task(s):**

Part 5: Choreography Workshop: Through this learning activity, students are **revising** their original phrases to splice their embodiment phrase from this learning segment. This activity is a key learning task because students are revising their phrase to refine a choreographic structure and apply feedback.

Part 6 Discussion and Compare and Contrast: These two sections go hand in hand in order for students to succeed in utilizing the academic language. Through the discussion (Part 6) students are analyzing the importance of the revision process within the two choreographic workshops. Students also develop their contextual understandings of Fosse technique within popular culture. The discussion informs students compare and contrast worksheet through the ideas presented. These two tasks are critical to align with the main language function **compare and contrast**.

**Additional Language Demands (i.e. syntax, vocabulary, discourse):**

Students are recalling and applying the key vocabulary of the five Fosse elements (turned in knees, hand precision, isolations, rounded shoulders, and finger snaps) throughout the entirety of the second lesson. Students also will be introduced and utilize the vocabulary of the revision process. Students utilize the vocabulary of the revision process through splicing the embodiment phrase into their original choreography. Students are applying syntax over the material through their ability to apply the content to their choreography. Finally, students show mastery and a level of understanding through the Compare and Contrast Venn diagram through evaluating the differences and similarities.

**Language Supports:**

Throughout the lesson, students of all different levels are able to use the key vocabulary through sentence starters for the peer feedback section. The sentence starters support student’s ability to provide feedback with using the content language of the revision process. After students familiarize themselves with the revision process language, students co-create a rubric based off the outline that the teacher provided. Students are supported to use the content understanding and key language as the criteria through the teacher’s guiding questions. When students gather as a group to discuss the importance of the revision process (Part 6) the teacher creates a web cluster graphic organizer to organize and connect student’s thoughts. Finally, students individually complete a Venn diagram to compare and contrast their original and revised phrase of their choreography. The Venn diagram supports students through organizing their ideas.



Date: 11/16/2020		Subject: Dance Lab	Grade: Sophomores
Lesson Topic: Performance Qualities		Class/Group Size: 7	
Instructional Location: Union County Vocational Technical Schools, Academy of Performing Arts, Scotch Plains, NJ			
I. Learning Objectives			
Central Focus of Lesson Students will synthesize their Fosse choreography through one final revision process of incorporating motifs. Finally, students will be able to <b>perform</b> their phrase with movement and stylistic clarity.			
Lesson Objective(s):		Standards Addressed:	
Content Objectives: Students will be able to <b>perform</b> their revised phrase while incorporated stylistic clarity and a clear motif.		1.1.12acc.Pr4 c. <b>Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.</b>	
Language Objectives: Students will be able to <b>evaluate</b> their choices throughout the Fosse Choreographic Workshops of their revised phrase through oral discussion and a final summative written assignment.		DA:Cn10.1.IIk b. <b>Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations</b>	
Key Vocabulary: Fosse, Bob Fosse, isolations, rounded shoulders, turned in knees, hand precision, finger snaps, motif, theme, motif actions (Turning, Gesture, Travelling, Stillness, Jumping), perform, performance			
II. Lesson Consideration			
Prior Academic Learning and Prerequisite Skills	Students will apply previous academic learning of a motif and theme to apply to their final choreographic workshop. Students through a Jam Board will recall the five basic motif actions from their previous unit about analyzing and applying motifs. Students will also apply the five elements of Fosse and their choreographic workshop revisions to perform their final choreographic phrase with clarity and intent.		
Misconceptions	In this lesson, students may run into difficulty while implementing a specific motif of their choosing into their choreography. Through clear directions and discussion, students will provide examples of different Fosse motifs to help alleviate any misconceptions.		
III. Lesson Plan Details			
Lesson Introduction – “Before” Students are all learning remotely for their final lesson. Students will enter the Zoom classroom to be greeted by the instructor and begin working on the “Do Now”.			
Do Now: (5 minutes) The teacher will share their screen to a direction slide for a Do Now activity through a Jam Board. Students will go to a Jam Board and answer the question “ <i>What is a motif or theme?</i> ”. “ <i>Welcome students! Today is our last day of our Fosse choreographic revision process and performance day. As you settle in; click the link in the chat to go to a Jam Board. Write your answer to the question on a sticky note and make sure to include your name!</i> ”.			

### Learning Activities - “During”:

#### Part 1: Review and Discussion: (3 minutes)

The class will collectively go over the Jam Board sticky note answers about the definition of a motif or theme. Through the student’s answers, the teacher will review the content understandings of a motif. Once all students clearly recall a motif, the teacher will guide students to describe the five basic motif actions within their Fosse unit.

*“Through the Jam Board, you discussed the five basic motif actions of travelling, jumping, stillness, gesture, and turning. What is an example of the basic actions within the Fosse technique?”* Students will provide an example for each of the motif actions within the Fosse technique. Once each action is discussed, the teacher will share their screen to show the graphic organizer web cluster from the previous lesson. Students will be asked, *“Can anyone build off these ideas based on our motif discussion?”*

Students will begin to discuss their ideas about the revision process with a motif or theme as the focus.

#### Part 2: Final Choreography Workshop (10 minutes)

This is student’s final opportunity to revise their Fosse choreographic phrase before performing the material for the class. Students will be tasked to revise their phrase with clarifying the motif of their choreography. Once students have established and created a clear motif, students will begin to revise their phrase with the intention of performing for the class. As students work, the teacher will take notes and observe students work ethic and revision process as they work. The teacher will provide any verbal feedback to students who seem to be stuck or struggling with the task. Once, the teacher has checked in with each student and everyone is prepared to share; the teacher will prompt students to gather around the screen for the final performance.

#### Part 3: Concluding Discussion: (10 minutes)

Students will engage in a two-minute free write based on three questions that the teacher shared on the screen.

*“What is one takeaway from this unit?” “What did you learn?” “How will you use the revision process in the future?”*

Once the two minutes is up, students will begin to share their takeaways from the unit. The teacher will wrap up any final thoughts before assigning students their final Fosse assignment.

#### Part 4: Final Share: (20 minutes) `

The teacher will go over the co-created rubric once again with the students. The teacher will go over the criteria that students will be graded on as they present their dances. Then, the teacher will share their screen of a wheel with all of the student’s names to choose the order of the performance. Students will ask any final questions before beginning their presentations of their performance. While each student performs their peers will be applying feedback based on if all elements are included, a clear motif, and the performance quality.

### Closure - “After”:

#### Part 5: Fosse Summative Assessment: (10 minutes)

Students will submit a final written summative assessment on Google Classroom under ‘Assignments’. Students will expand upon their Part 5: Concluding Debrief discussion. The teacher will share the rubric that students will be assessed on and read the directions to the students. Students will ask any questions before having free time to start the assignment.

*“Students log into Google Classroom to view the assignment posted on the stream “Fosse Summative Assessment”. Read the directions carefully and take the remainder of the time to begin working on your essay. The assignment will be due by Wednesday at 11:59pm.”*

**Extension:** If time permits, students will have extended class time to work on their final summative assignment.

## IV. Assessment

### Assessment Strategy #1

#### **Description of Assessment Strategy #1:**

##### Part 4: Final Share

Students will **perform** their final Fosse choreographic phrase to the class individually. Students will be assessed based on the co-created rubric by their instructor. After each student performs, their peers will verbally describe observations and feedback.

#### **Alignment with Objectives:**

This assessment aligns with **content objective #1)** Students will be able to **perform** their revised phrase while incorporated stylistic clarity and a clear motif. Through this process, students are performing their phrase with clarity and to their class which aligns with the content objective for students to perform.

#### **Evidence of Student Understanding:**

Based upon students’ performance, there will be a level of understanding on their ability to perform utilizing the criteria of the assignment. Another layer of understanding occurs with the student’s ability to perform the phrase with clear intention and utilizing the flare of the style. If students score based upon a certain range they have executed the task well.

	<b>Student Feedback:</b> Student feedback will be given in two ways. First, students will be provided feedback from their peers through a verbal discussion to facilitate feedback. Students will also receive feedback when their rubrics are returned on Google Classroom. The teacher will explain and justify the grading based off the criteria and content presented.
<b>Assessment Strategy #2</b>	
<b>Description of Assessment Strategy #2:</b> <u>Fosse Summative Assessment</u> Students will evaluate their revision process and takeaways from the Fosse unit in a summative written assessment. The students will evaluate and analyze what they learned.	<b>Alignment with Objectives:</b> This assessment aligns with <b>language objective #1</b> ) Students will be able to <b>evaluate</b> their choices throughout the Fosse Choreographic Workshops of their revised phrase through oral discussion and a final summative written assignment. This assessment supports students learning through written language.
	<b>Evidence of Student Understanding:</b> Evidence of student learning occurs when the student evaluates each question within depth analysis. Based upon the student's response clear evidence of understanding will be displayed.
	<b>Student Feedback:</b> Students will be provided feedback from the teacher through a private comment on Google Classroom with their rubric attached with feedback for areas of improvement.
<b>V. Knowledge of Students</b>	
<b>Building on Personal/Cultural/Community Assets:</b> In this lesson, students build upon prior learning in lesson 1 and lesson 2 to perform their final choreographic phrase that displays their learning. At the conclusion of the lesson, students link the material from each lesson to apply their <b>personal and cultural assets</b> through the Written Summative Assessment. Lastly, students build upon their community assets through creating a supportive environment within Part 3: Final share.	
<b>Grouping Strategies:</b> Students throughout this lesson work individually to revise their choreography and perform their work.	
<b>Planned Supports:</b> Through the "Do Now" activity students share their thoughts through a <b>Jam Board</b> post. The Jam Board organizes thoughts and allows everyone in the class to read each other's thoughts. As students enter their final Choreographic Workshop, the teacher will share the co-created rubric from the second lesson. The rubric allows students to self-evaluate their work and provide meaningful self-feedback based off the criteria. When students perform their choreography to the class, the teacher planned a wheel with the student's names to be included and shared to determine the order rather than through a volunteer system.	
<b>VI. Supporting Literacy Development through Language</b>	
<b>Main Language Function:</b> The main language function is to <b>evaluate</b> their choreographic choices through the revision process through a summative written assessment.	
<b>Key Learning Task(s):</b> <u>Part 4: Final Share:</u> When students <b>perform</b> their final Fosse phrase, this is a key learning task because it is the culmination of their Fosse unit. Students are sharing their performance based off the three choreographic workshops to display evidence of learning over the elements of Fosse, revision, and performance qualities. <u>Part 3: Concluding Debrief:</u> Students engage in a final discussion about their takeaways from the Fosse unit. Students discuss what they have learned and how they can apply the revision process to their future choreographic endeavors.	
<b>Additional Language Demands (i.e. syntax, vocabulary, discourse):</b> Students through the Do Now and Part 1: Review and Discussion use the key <b>vocabulary</b> of the lesson such as motif and theme while building upon the vocabulary of the Fosse elements. As students clarify and apply the motif in their choreography, Part 2: Final Choreographic Workshop, students are displaying <b>syntax</b> over the material. Through their choreographic process students have used the content understandings of the unit to create a phrase to display <b>discourse</b> over the elements. Students displayed discourse through their physical practice and are finally tasked to display discourse through a Written Summative Assessment. Students evaluate and discuss the process and their takeaways.	

**Language Supports:**

Through their Jam Board posts, the students add on to the web cluster from the previous lesson to facilitate discussion and new ideas to the importance of the revision process. Students are supported to verbally and through written language express ideas through essential questions.