

Cross Curricular Dance Connections

Objective: Students use dance to learn/master concept in another course and/or make connections that dance has to other disciplines

Ideas:

Choir: record yourself singing as accompaniment to dancing or perform a Broadway musical theater dance that you sing while you dance

Band: Play an instrument to someone else dancing

Sewing: create a costume that another group performs in

Art: create a visual art piece that then is used as inspiration for movement; critique Degas art; draw a dancer

Anatomy: describing the muscles/joints used for different steps- demonstrating and using pictures; researching common dance injuries- cause and treatment

English: express yourself by dancing to a poem; or compare the writing process to the choreography process showing parallels and differences- show examples of things like transitions and revisions; or tell a novel through a narrative dance and explain symbolism

History: Find a dance reminiscent of a time period being studied in social studies; i.e. research and learn a Charleston dance that connects to the Roaring 20's

Science: explain a law/scientific experiment through dance and creative movement: Newton's law of physics or Osmosis

Math: create a dance on some math concept like different types of triangles or making an equation come to life

Health: research a topic that affects dancers such as Pilates, eating disorders, life as a starving artist, dancers' nutrition, common dance injuries, etc. and create a powerpoint or research paper on it to share with the class.

Cosmetology: do stage make-up and/or hair for another group that compliments their concept

Photography: create your own theme-based collage of photos - experiment with lighting and backgrounds- unique ways to show dance vocabulary; photo shoot

You may work independently OR with a group of up to 3 people as long as everyone in group contributes.

You will have 3 days in class to brainstorm/research/create projects. Any additional time will need to happen during studyhalls and outside of school. Be mindful of this if you work with a group- are they willing to meet outside of class if needed. If you are not flexible with meeting up, you may want to work independently.

Be prepared to present your project on day 4 _____ . This may include a performance, powerpoint, reading a research paper, presenting a posterboard, a demonstration, or even a video recording. Each presentation length should be roughly 3-4 minutes. Thus, if you perform- make sure your dance is no more than 2 minutes so you have time to explain it afterwards.

Timeline:

Today: Decide 1) "subject area" 2) group 3) outline of format

Day 2: research/ understand topic/ write a pictureboard type outline of presentation; this may include use of laptops, visiting another department for a bit, bringing in notes from subject to help explain it- begin creating based on outline

Day 3: Create project; get in the zone

Day 4: Finish project- make any necessary revisions; delegate who will write introduction/analysis or complete in class if time

Day 5: Present Projects; No in-class makeups for this project: you must come afterschool to make up within one week of excused absence to get partial credit for this project