Concept Attainment

Name: Missy Seawright  Date: November 8, 2012  Time  T/TH 1:00

Grade Level: 9-12  Subject: Dance 3B  Cooperating Teacher

I. Utah State Core Curriculum Standard(s) and Objective(s)
   a. S2 Elements of Dance  OA Develop Knowledge and skills in space

II. Learning Objective(s)
   a. S2OA Exhibit advanced level skills in creating and performing shape studies and improvisations

III. Preparation

   A. Teacher- The teacher must prepare video clips of examples and non-examples of effectively using space, specifically with an object.

   B. Student- Students will have background knowledge of basic terms of time, space, and energy. Student will also bring an object that they will center a dance around.

IV. Technology Use- You tube videos and projector to play videos.

V. Instructional Procedures

Step 1. Select and define a concept through the concepts essential characteristics.
   The concept being worked with today is space. Space is defined as levels, directions, small/big etc. Specifically for this lesson space will be defined in how each student uses their object. For example, did they use in all of the levels, directions and abilities that that object could possibly do.

Step 2.

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<tr>
<th>positive examples</th>
<th>negative examples</th>
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Step 3- Review the concept attainment process with the class
We are looking to define a mystery concept (space while using props). We will be looking at similarities and differences between the following videos. We will construct a table on the board of examples and non-examples (or negative examples). Then we will come up with a hypothesis on what we think that mystery concept is.

Step 4: Present the examples
We will be watching the videos in order of how they are placed in the above table, starting with a positive example and then one negative example and so forth.

Step 5: Generate hypotheses and continue example/hypothesis cycle
Students will come up with a hypotheses based off of the positive examples and the information given. When discussing the dances students will be asked why is this a positive example and the other one a negative example? What element of dance is missing from the use of the prop?

Step 6: Develop a concept label and definition.
When asked the previous questions students will come up with a label and definition that might be ‘we are looking at dances that use props, and how they use that prop in space.’ Students will also define what makes a positive example of using a prop in space. Two things that should be defined is; was the prop used in every possible way through the space, and if we took the prop away would the dance be the same?

Step 7: provide test examples to solidify the definition
Students will now be asked to demonstrate positive examples of using props in space. This will take place in a class improvisation using props. Students will improvise all together and then improvise in groups in order to watch the process of fellow classmates and what they’ve discovered. Students must use their prop in every way possible and develop new and innovative things to do with their prop.

Step 8: discuss the process with the class
The class will discuss the process went through today. Why our definition of props through space is the way it is, and what did we discover while improvising. Further inquiry about the improvisation might be; what were some ‘ah-ha’ moments, what creative ways did you see people using a prop (or yourself), did you or classmate use up all the space around the prop, if the prop was taken away would it be the same dance? (it shouldn’t be)

VI. Accommodation(s) for Diverse Learner(s)/Differentiation
   a. For visual learners, watching the videos and writing on the board, kinesthetic learners will learn when asked to use the space around their prop themselves, auditory learners will learn when in the class discussion. Check for readiness in previous choreographic explorations.
VII. Evaluation/Assessment of Student Progress

A. Pre-Assessment- This is the first lesson in a unit plan about space. Students must have a basic knowledge of time, space and energy before class. This will allow deeper exploration on the concept of space.

B. Formative Assessment- Students will exhibit advanced level skills in creating and performing shape studies and improvisations. This will be done during the model. Students will then have studio time to brainstorm ideas of how one works with an object by using the object in every way possible throughout the space. This will be done by improvising with that object.

C. Summative Assessment- At the end of the unit, students will present (in groups) choreographic works that demonstrate adequate use of space with their object.