

RESIDENCY PLAN

ARTIST CONTACT INFORMATION

Name: Alexandra Papazian

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RESIDENCY TITLE

Title: Dancing Through Time – Exploring Historical Events Through Choreography

Led by: Education & Community Engagement Staff Member

For students in grades: 3-5

SCOPE

Number of Sessions: 3 sessions

Time length of Sessions: 60 minutes

Preferred Timeline: Mon/Wed/Fri

Maximum number of classes that can be served: 4 classes per day

DESCRIPTION

Information synthesis is an essential skill that students need to be successful in their personal, academic, and professional pursuits. In this residency, students will create dances as a way to interpret and synthesize information gleaned from a historical text. Alexandra Papazian, Education & Community Engagement Manager for Ballet Arizona, will guide students to think, explain, and understand information through movement in this fun residency.

In addition to the in-class residency days, teacher(s) will also participate in (1) pre-residency planning discussion and (1) post-residency reflection discussion with the teaching artist.

RESIDENCY PLAN

EXPECTED RESULTS

The students will know:

1. The definitions of dance and choreography
2. The definition of sequence of events
3. Language that describes time (before, after, during)
4. Language that describes sequence (first, then, next, finally)
5. Language that describes cause/effect (because, so, this caused, as a result of)

The students will be able to:

1. Develop a dance sequence that expresses and communicates an idea or feeling.
2. Describe the relationship between a series of historical events in a text using language that pertains to time, sequence, and cause/effect.
3. Explain events, procedures, ideas or concepts in a historical text, including what happened and why, based on specific information in the text.
4. Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical text, based on specific information from the text.

The students will appreciate:

1. The thinking required to create a dance work
2. The joy of movement
3. Why it is important to read information carefully
4. The thinking required to interpret a text

LOGISTICAL FACTORS

The school must provide: An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable

RESIDENCY PLAN

OVERVIEW OF CLASSROOM SESSIONS

OPTION	DESCRIPTION
Artist Performance/Demo/Exhibit	Teacher(s) will be sent a dance video link to present to the class in preparation for the residency. Teacher(s) should watch the video in-class with their students and lead a pre-residency discussion with their students about dance.

CONTENT KNOWLEDGE STUDENTS NEED BEFORE THE RESIDENCY BEGINS

- A basic understanding of what a dancer does.
- A basic ability to read.
- A basic understanding of sequence of events.

SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
Classroom Session 1	<p>The residency artist will:</p> <ul style="list-style-type: none"> • Introduce students to the definition of dance: using the body in new or artistic ways to tell a story or express feelings/emotions through movement. • Basic Dance Skill Warmup • Introduce students to the definition of choreography. • Lead intermediate skill building activities: Body movements, expression, & sequencing • Review this lesson and preview the next lesson 	<ul style="list-style-type: none"> • Observe • Participate • Assist 	<ul style="list-style-type: none"> • Lead a reflection • Other – Teacher should have students read a historical text in preparation for the next lesson. Text will be used in class to facilitate a comprehension discussion.

RESIDENCY PLAN

SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
Classroom Session 2	<p>The residency artist will:</p> <ul style="list-style-type: none"> ● Review the last lesson and preview this lesson. ● Basic Dance Skills warmup. ● Introduce the definition of sequence of events. ● Introduce language that describes time. ● Introduce language that describes sequence. ● Introduce language that describes cause/effect. ● Facilitate a discussion of the text using the new describing language. ● Create choreography with the students that explains the correct sequence of events and portrays the correct information from the text. ● Review this lesson and preview the next lesson. 	<ul style="list-style-type: none"> ● Observe ● Document activities (photos, written notation) 	<ul style="list-style-type: none"> ● Lead a reflection ● Other – Teacher should have students write a short paragraph that explains the historical events from the text and the choreographed dance using the describing language learned. Teacher should also prepare new historical texts for students (2-5 short selections) that can be used during the next lesson.

SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
Classroom Session 3	<p>The residency artist will:</p> <ul style="list-style-type: none"> ● Review the last lesson and preview this lesson. ● Basic Dance Skills warmup. ● Review sequence of events. ● Review describing language for time, sequence, and cause/effect. ● In small groups have students pick a new historical text to read. ● Review definition of choreography. 	<ul style="list-style-type: none"> ● Observe ● Document activities (photos, written notation) 	<ul style="list-style-type: none"> ● Lead a reflection (if desired)

RESIDENCY PLAN

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| | <ul style="list-style-type: none">• After reading the texts, facilitate a choreographing session so students can create a dance that explains the events in their text.• Facilitate Dance Sharing & Interpreting with the class.• Facilitate a reflection about the residency. | | |
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CLASSROOM SESSION #1

LESSON TEMPLATE

A. FOUNDATION	
Teaching Artist: Education & Community Engagement Staff Member	
Grade Level: 3-5	
Standards	
<p><u>Art Form:</u> DA.CR.2.(3,4,5)b – Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>	<p><u>Other Curriculum:</u></p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas/concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
Objectives	
<p><u>Art form:</u></p> <p>Students will KNOW:</p> <ul style="list-style-type: none"> • The definition of dance • The definition of choreography <p>Students will BE ABLE TO:</p> <ul style="list-style-type: none"> • Develop a dance sequence that expresses and communicates an idea or feeling. 	<p><u>Other Curriculum:</u></p> <p>Students will KNOW:</p> <ul style="list-style-type: none"> • The definition of sequence of events • Language that describes time (before, after, during) • Language that describes sequence (first, then, next, finally) • Language that describes cause/effect (because, so, this caused, as a result of) <p>Students will BE ABLE TO:</p> <ul style="list-style-type: none"> • Describe the relationship between a series of historical events in a text

LESSON TEMPLATE

<p>Students will APPRECIATE:</p> <ul style="list-style-type: none"> • The joy of movement • The thinking required to create a dance work 	<p>using language that pertains to time, sequence, and cause/effect.</p> <ul style="list-style-type: none"> • Explain events, procedures, ideas or concepts in a historical text, including what happened and why, based on specific information in the text. • Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical text, based on specific information from the text. <p>Students will APPRECIATE:</p> <ul style="list-style-type: none"> • Why it is important to read information carefully • The thinking required to interpret a text
<p>Materials Required An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable</p>	
<p>Room Set-up Required Open floor with room to move around safely</p>	

LESSON TEMPLATE

B. LESSON TIMING

INTRODUCTION	TIME: 5 mins
LEARNING ACTIVITY	TIME: 50 mins
CLOSURE	TIME: 5 mins
	TOTAL: 60 mins

LESSON TEMPLATE

C. INTRODUCTION

Min: 5

Good [morning/afternoon] students!

My name is Miss Alex and I am here to do a residency that teaches dance and social studies. I'm going to be here for 3 days [Monday, Wednesday, & Friday] to work with you all, so we're going to get to know each other pretty well this week. By the end of our 3 days together you will:

KNOW:

- The definitions of dance and choreography
- The definition of sequence of events
- Language that describes time (before, after, during)
- Language that describes sequence (first, then, next, finally)
- Language that describes cause/effect (because, so, this caused, as a result of)

BE ABLE TO:

- Develop a dance sequence that expresses and communicates an idea or feeling.
- Describe the relationship between a series of historical events in a text using language that pertains to time, sequence, and cause/effect.
- Explain events, procedures, ideas or concepts in a historical text, including what happened and why, based on specific information in the text.
- Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical text, based on specific information from the text.

APPRECIATE:

- The thinking required to create a dance work
- The joy of movement
- Why it is important to read information carefully
- The thinking required to interpret a text

Preview Lesson:

Today, we're going to spend some time learning about dance and how we can use our bodies to communicate.

Review Prior Learning:

You already know that a dancer uses their body to create movements that communicate feelings, ideas, or events. Today, we're going to learn how dancers do exactly that!

Communicate Expectations:

Since we will be up and moving around, I have a few expectations that will help us be successful.

- I expect that you will not touch anyone else unless and will keep good personal space.
- I expect that you will raise your hand and wait for me to call on you if you have a question.
- I expect that you will keep your eyes and ears open and listen when I am giving instructions.
- I expect everyone to participate. I know that dance might be new or seem uncomfortable to some of you, but we're all going to do it together.

Okay! Let's stand up and find our own space in the room.

LESSON TEMPLATE

D. LEARNING ACTIVITY		
TITLE: Classroom Session 1		
Step #1: Introduce students to the definition of dance.	Min:	1
Step #2: Give directions for basic dance skill warmup.	Min:	1
Step #3: Students do basic dance skill warmup.	Min:	5
Step #4: Introduce students to the definition of choreography.	Min:	2
Step #5: Give directions for body movement activity.	Min:	2
Step #6: Students practice making body movements that utilize different combinations of limbs, that are stationary, that move through space, that are high, and that are low.	Min:	10
Step #7: Give directions for expression activity.	Min:	2
Step #8: Students practice making movements that are sharp, soft, sneaky, strong, confused, and confident.	Min:	10
Step #9: Give directions for sequencing activity.	Min:	2
Step #10: Students practice movements that clearly show beginning, middle, and end.	Min:	10
Step #11: Lead a reflection.	Min:	5

LESSON TEMPLATE

E. CLOSURE

Min: 5

Review Purpose

Today we learned the definitions of dance and choreography and practiced some basic dance skills when with our movements, expression, and sequencing.

Restate Main Ideas

The main idea we want to remember from our work today is that we can use our bodies in many different ways to show information and meaning. It is important to be as clear with our intention as possible so that the audience understands what we are trying to say.

Invite Reflection

What questions do you have about dance?

(Format: whole group)

What are you excited to learn/do when we are together again?

(Format: whole group)

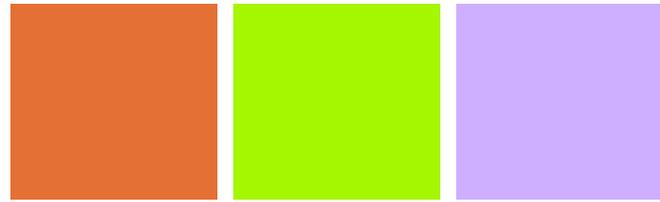
Recognize Challenges and/or Accomplishments

Today we struggled with XXX

Today we accomplished XXX

Connect to Future Learning/Set Challenges for Next Lesson

We have two more lessons together! Now that we have learned some basic dance skills and practiced using them, we are going to dive into a little social studies. Before our next class, you and ****teacher name**** will read about ****historical event**** and learn about the people that were there and the things that happened. Next time, we'll talk about what you learned in the reading and about how you can use your words and your movements to express and communicate that. As you read, be thinking about how you might be able to express what happened through movement!



CLASSROOM SESSION #2

LESSON TEMPLATE

A. FOUNDATION	
Teaching Artist: Education & Community Engagement Staff Member	
Grade Level: 3-5	
Standards	
<p><u>Art Form:</u> DA.CR.2.(3,4,5)b – Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>	<p><u>Other Curriculum:</u></p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas/concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>5.RI.3 Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
Objectives	
<p><u>Art form:</u></p> <p>Students will KNOW:</p> <ul style="list-style-type: none"> • The definition of dance • The definition of choreography <p>Students will BE ABLE TO:</p> <ul style="list-style-type: none"> • Develop a dance sequence that expresses and communicates an idea or feeling. 	<p><u>Other Curriculum:</u></p> <p>Students will KNOW:</p> <ul style="list-style-type: none"> • The definition of sequence of events • Language that describes time (before, after, during) • Language that describes sequence (first, then, next, finally) • Language that describes cause/effect (because, so, this caused, as a result of) <p>Students will BE ABLE TO:</p> <ul style="list-style-type: none"> • Describe the relationship between a series of historical events in a text

LESSON TEMPLATE

<p>Students will APPRECIATE:</p> <ul style="list-style-type: none"> • The joy of movement • The thinking required to create a dance work 	<p>using language that pertains to time, sequence, and cause/effect.</p> <ul style="list-style-type: none"> • Explain events, procedures, ideas or concepts in a historical text, including what happened and why, based on specific information in the text. • Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical text, based on specific information from the text. <p>Students will APPRECIATE:</p> <ul style="list-style-type: none"> • Why it is important to read information carefully • The thinking required to interpret a text
<p>Materials Required An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable</p>	
<p>Room Set-up Required Open floor with room to move around safely</p>	

LESSON TEMPLATE

B. LESSON TIMING

INTRODUCTION	TIME: 5 mins
LEARNING ACTIVITY	TIME: 50 mins
CLOSURE	TIME: 5 mins
	TOTAL: 60 mins

LESSON TEMPLATE

C. INTRODUCTION

Min: 5

Good [morning/afternoon] students!

For anyone who was not here last time, my name is Miss Alex and I'm going to be here for 2 more days [Wednesday, & Friday] to work with you to understand more about dance and social studies.

On day 1 we learned:

- The definition of dance
- The definition of choreography
- Body movement skills, expression skills & sequencing skills

Today we will learn:

- The definition of sequence of events
- Language that describes time
- Language that describes sequence
- Language that describes cause/effect

Preview Lesson:

Today, we're going to talk about what happened in ****historical event**** and describe the key people and events we need to know. Then, we will create a dance together that shows what happened without words.

Review Prior Learning:

You already know that choreography is the art of composing ballets and other dances and planning and arranging the movements, steps, and patterns of dancers to show an idea or feeling. That's what we're going to practice doing today.

Communicate Expectations:

Since we will be up and moving around, let's remember our expectations from day 1 to keep us safe and successful.

- I expect that you will not touch anyone else unless and will keep good personal space.
- I expect that you will raise your hand and wait for me to call on you if you have a question.
- I expect that you will keep your eyes and ears open and listen when I am giving instructions.
- I expect everyone to participate. I know that dance might be new or seem uncomfortable to some of you, but we're all going to do it together.

Let's begin!

LESSON TEMPLATE

D. LEARNING ACTIVITY		
TITLE: Classroom Session 2		
Step #1: Give directions for basic dance skill warmup.	Min:	1
Step #2: Students do basic dance skill warmup.	Min:	5
Step #3: Introduce students to the definition of sequence of events.	Min:	3
Step #4: Introduce language that describes time.	Min:	3
Step #5: Introduce language that describes sequence.	Min:	3
Step #6: Introduce language that describes cause/effect.	Min:	3
Step #7: Have students split into small groups and read the historical event text to refresh their memories.	Min:	5
Step #8: Facilitate a discussion of the text using the learned describing language. Identify key people and events.	Min:	10
Step #9: Review definition of choreography.	Min:	1
Step #10: Give directions for choreographing activity.	Min:	1
Step #11: Create choreography with the students that explains the correct sequence of events, portrays the key people involved, and communicates the correct information from the text.	Min:	10
Step #12: Lead a reflection.		5

LESSON TEMPLATE

E. CLOSURE

	Min:	5
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Review Purpose

Today we learned the definitions of sequence of events and learned about language that describes time, sequence, and cause/effect. We also practiced creating choreography that clearly expresses the key information from the text we read.

Restate Main Ideas

The main idea we want to remember from our work today is that it is important to read information very carefully so we don't miss any key details. We also want to remember that it is important to think about the relationship between key people and the events they were a part of – this tells you why and how things happened.

Invite Reflection

What questions do you have about sequence of events?
(Format: whole group)

What questions do you have about language describing time, sequence, or cause/effect?
(Format: whole group)

What questions do you have about ****historical event****?
(Format: whole group)

Recognize Challenges and/or Accomplishments

Today we struggled with XXX

Today we accomplished XXX

Connect to Future Learning/Set Challenges for Next Lesson

We have one more lesson together! Now that we have learned some basic dance skills and practiced using them, we are going to dive into a little social studies. Before our next class, you and ****teacher name**** will write a short paragraph about ****historical event**** and the dance we choreographed that uses the describing language we learned today. Next time, we'll read about some new historical events and work in small groups to create our own dances that describe what happened. Practice the dance we created today so that you can more easily remember what happened in the reading!



CLASSROOM SESSION #3

LESSON TEMPLATE

A. FOUNDATION	
Teaching Artist: Education & Community Engagement Staff Member	
Grade Level: 3-5	
Standards	
<u>Art Form:</u> DA.CR.2.(3,4,5)b – Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	<u>Other Curriculum:</u> 3.RI.3 Describe the relationship between a series of historical events, scientific ideas/concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect. 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 5.RI.3 Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Objectives	
<u>Art form:</u> Students will KNOW: <ul style="list-style-type: none"> • The definition of dance • The definition of choreography Students will BE ABLE TO: <ul style="list-style-type: none"> • Develop a dance sequence that expresses and communicates an idea or feeling. 	<u>Other Curriculum:</u> Students will KNOW: <ul style="list-style-type: none"> • The definition of sequence of events • Language that describes time (before, after, during) • Language that describes sequence (first, then, next, finally) • Language that describes cause/effect (because, so, this caused, as a result of) Students will BE ABLE TO: <ul style="list-style-type: none"> • Describe the relationship between a series of historical events in a text

LESSON TEMPLATE

<p>Students will APPRECIATE:</p> <ul style="list-style-type: none"> • The joy of movement • The thinking required to create a dance work 	<p>using language that pertains to time, sequence, and cause/effect.</p> <ul style="list-style-type: none"> • Explain events, procedures, ideas or concepts in a historical text, including what happened and why, based on specific information in the text. • Explain the relationships or interactions between two or more people, events, ideas, or concepts in a historical text, based on specific information from the text. <p>Students will APPRECIATE:</p> <ul style="list-style-type: none"> • Why it is important to read information carefully • The thinking required to interpret a text
<p>Materials Required An open space for movement, a place to display written information (i.e. whiteboard), an online video connection platform if Ballet Arizona's Zoom account is not allowable</p>	
<p>Room Set-up Required Open floor with room to move around safely</p>	

LESSON TEMPLATE

B. LESSON TIMING	
INTRODUCTION	TIME: 5 mins
LEARNING ACTIVITY	TIME: 50 mins
CLOSURE	TIME: 5 mins
	TOTAL: 60 mins

LESSON TEMPLATE

C. INTRODUCTION

Min: 5

Good [morning/afternoon] students!

For anyone who was not here last time, my name is Miss Alex and I'm going to be here for 2 more days [Wednesday, & Friday] to work with you to understand more about dance and social studies.

On day 1 we learned:

- The definition of dance
- The definition of choreography
- Body movement skills, expression skills & sequencing skills

On day 2 we learned:

- The definition of sequence of events
- Language that describes time
- Language that describes sequence
- Language that describes cause/effect

Today we will:

- Create our own dances that explain the key details of our historical event readings

Preview Lesson:

To start with, we will review some of the concepts we've learned over the past few days. We will then work on choreographing our own dances in small groups to show our understanding of the reading we pick. Then, we will add music to our dances and share and discuss as a class.

Review Prior Learning:

We already know that it takes a lot of thought to choreography a dance and to interpret information from a text. We also know that we can use language that describes time, sequence, and cause/effect to make the information clear and understandable.

Communicate Expectations:

Let's remember our expectations from day 1 to keep us safe and successful.

- I expect that you will not touch anyone else unless and will keep good personal space.
- I expect that you will raise your hand and wait for me to call on you if you have a question.
- I expect that you will keep your eyes and ears open and listen when I am giving instructions.
- I expect everyone to participate. I know that dance might be new or seem uncomfortable to some of you, but we're all going to do it together.

Let's begin!

LESSON TEMPLATE

D. LEARNING ACTIVITY		
TITLE: Classroom Session 3		
Step #1: Give directions for basic dance skill warmup.	Min:	1
Step #2: Students do basic dance skill warmup.	Min:	5
Step #3: Review the definition of sequence of events.	Min:	1
Step #4: Review language that describes time, sequence, and cause/effect.	Min:	3
Step #5: Split students into small groups and give each group its own reading.	Min:	2
Step #6: Have small groups read their texts to take in the information.	Min:	5
Step #7: Have students discuss amongst themselves to identify the key people and events that are important from the reading. Students must write a short paragraph using the describing language to demonstrate their understanding of the information.	Min:	8
Step #8: Review definition of choreography.	Min:	1
Step #9: Have students choreograph a dance that represents their paragraph.	Min:	10
Step #10: Facilitate a dance sharing and interpreting session with the whole class.	Min:	10
Step #11: Lead a reflection.	Min:	5

LESSON TEMPLATE

E. CLOSURE

	Min:	5
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Review Purpose

Today we demonstrated our understanding of reading information from historical events through our dances and choreography.

Restate Main Ideas

The main idea we want to remember from our work today is that it is important to read information very carefully so we don't miss any key details. We also want to remember how much fun we had creating these dances with our groups!

Invite Reflection

What things did you learn from participating in this residency that you haven't learned before?

(Format: whole group)

What were some challenges you had to overcome during this process?

(Format: small group/whole group)

What did you enjoy about learning in this way?

(Format: small group/whole group)

Recognize Challenges and/or Accomplishments

Today we struggled with XXX

Today we accomplished XXX

Connect to Future Learning/Set Challenges for Next Lesson

This was our last class together! I am very proud of the way you all worked together to create your dances and interpret information that you read. Over the course of this residency we learned that interpreting information is a very important process that requires careful and focused thought, just like choreography. We practiced translating our information to movement, which really allowed us to understand what we read and remember key details. I challenge each and every one of you to take what you have learned here and apply it to the new things you'll learn in this class and in others. Thank you so much for letting me share this time with you.