

Content: Dance	Class/Level: Dance 3
Lesson: Space, Time, and Energy Production	Time Frame: 10-12 days(depending on how you spread it out)

Utah Core Standard(s):	Learning Targets <i>Students will be able to...</i>
Strand(s): Perform Standard(s): L3.D.P.1, L3.D.P.2, L3.D.P.3, L3.D.P.7	- Perform a using a wide range of space possibilities, and inward and outward focus. - Perform time factors using complex phrasing with and without music. - Express clear intent using a wide range of dynamics. - Organize a dance production.

Resources

[Elements of Dance Review Sheet](#)
[Space Geometry by Freckled Sky](#) (Space)
[For the Culture by Northwest Tap Connection](#) (Time)
[Decadence by Ohad Naharin](#) (Energy/Dynamics)
[Space Phrase](#)
[Time Phrase](#)
[Energy Phrase](#)
[Journal](#)

Student Pre Assessment

[Pre Assessment Link](#)

Learning Activity Building Understanding

Students will review the elements of dance. Watch videos and take notes about Space, Time, and Energy.

Teacher Actions	Student Actions
Have students review the elements sheet just for memory. Have them watch each video (Space, Time, and Energy). Have them write a journal entry for each one. Looking for the element specifically, intent, and why or why not they thought the dance was successful in portraying the element.	Students will review the elements of dance. Watch the videos, and take notes in the journal, with the specifics required.
Learning Activities Student Practice	
Students will watch and learn the Space, Time, and Energy movement phrases. They will also record and submit for teacher review.	
Teacher Actions	Student Actions
Assign each video. Have the students learn the phrases, practice, record, and submit for review.	Watch and learn the phrases. Perform them for the camera, record, and submit. Wear all black and make sure that you have enough space to record your full body.
Learning Activity Student Project	
Make the production. Students will put each phrase together to make one dance. They are to stage, costume, record, and submit.	
Teacher Actions	Student Actions

Have students blend the dances together, order is not important. They will then stage, costume, and put music to the dance. Have them record their production and submit it for review.

Make a plan for putting the dances together. You are to connect them, making one long dance that has Space, Time, and Energy. What does it mean to you? Pick a costume for it, music, and a place to perform it. Record your production and submit it.

Project Assessment/Rubric

Teachers can assess the Pre Assessment, Mini Compositions, Journal, and Final Project. Could include Post Assessment with the Final Project.

1 Below Proficient	2 Approaching Proficient	3 Proficient	4 Highly Proficient
Student struggles to identify a wide range of space, time, and energy qualities to express intent. Student struggles to organize and produce a show.	Student has developed some skills to identify a wide range of space, time, and energy qualities to express intent. Student has developed some skills to organize and produce a show.	Student has accomplished the skills to identify a wide range of space, time, and energy qualities to express intent. Student accomplished the skills to organize and produce a show.	Student excels at identifying a wide range of space, time, and energy qualities to express intent. Student excels at organizing and producing a show.

Student Post Assessment

[Post Assessment Link](#)

Teacher Reflections

Accommodations/Differentiation
Students may have different access to space when recording some ideal and some not so ideal.

Teacher Feedback