

NATIONAL CORE ARTS STANDARDS

Model Cornerstone Assessment

OVERVIEW

Title: Creating A Personal Modern Dance Technique

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Grade Level: High School Proficient

Artistic Discipline: Dance

Artistic Processes: Creating, Performing, Connecting

Task Description: Using research, reflection, improvisation and experimentation, students will create two movement studies that reflect and demonstrate their own strengths, weaknesses, interests and priorities as a mover, and present these studies for the class in an informal performance.

About Model Cornerstone Assessments: MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

[View the full MCA](#) as a guide for re-creating this unit and assessment customized for your classroom.

Illustrating the Process: *Tools and Resources*

See Appendix A: HS Proficient MCA/Checklist

- Research Project/Presentation Rubric – See MCA Page 8

See Appendix B: High School Proficient MCA Forms/Tasks

- Modern Dance Techniques: Digging Deeper Form – See MCA Page 9
- If I Had A Modern Dance Technique Form – See MCA Page 10

See Appendix C: High School Proficient MCA Rubrics/Tasks

- Movement Studies Rubric – See MCA page 11- 15

Illustrating the Process: *Samples of Student Work*

Task 1

Choose a method of modern dance from the list below to research. Using at least three sources, prepare a PowerPoint presentation to inform the class about:

- At least 3 distinctions that set this method apart from other methods
- Describe the advances made in dance during this method's creation
- At least 2 notable dancers associated with this method
- Schools or companies and locations associated with this method

- Discuss the choreographer associated with the method
- Include video examples (limited to 1 minute excerpts and included in the overall time limit) where applicable

1. Loie Fuller
2. Isadora Duncan/Duncan Technique
3. Ruth St. Denis and Ted Shawn/Denishawn Technique
4. Doris Humphrey/Humphrey Technique
5. Martha Graham/Graham Technique
6. Jose Limon/Limon Technique
7. Merce Cunningham/Cunningham Technique
8. Paul Taylor/Taylor Technique
9. Release Technique (Doug Varone)
10. Ohad Naharin/Gaga Method
11. Anouk Van Dijk/Counter Technique
12. Post Modern Dance
13. Hanya Holm
14. Rudolf von Laban/Effort/Shape Theories
15. Francois Delsarte's Movement Theories
16. Mary Wigman
17. Lester Horton/Horton Technique
18. Katherine Dunham/Dunham Technique
19. Elizabeth Streb/Streb Extreme Action
20. Bill T. Jones
21. Jawole Willa Jo Zollar/Urban Bush Women

Presentations will be made orally for the class. Written research must be submitted via Google Classroom in a Google Doc by the start of the class period, and must include references for three or more sources. PowerPoint must include at least 10 slides, and presentations should take between 5-7 minutes.

Performance Standard(s)

(Connecting:) DA:Cn11.1.1

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. A. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Task 1 Sample Student Work (including research notes and slides)

- DA.KC.P.03.1
 - [DA.KC.P.03.1 - Presentation Video](#)
 - [DA.KC.P.03.1 - Slides](#)
- DA.KC.P.05.1
 - [DA.KC.P.05.1 - Presentation Video](#)
 - [DA.KC.P.05.1 - Script and Points](#)
 - [DA.KC.P.05.1 - Slide Deck](#)
- DA.KC.P.06.1
 - [DA.KC.P.06.1 - Presentation Video](#)
 - [DA.KC.P.06.1 - Slide Deck](#)
 - [DA.KC.P.06.1 - Research Notes](#)
- DA.KC.P.08.1
 - [DA.KC.P.08.1 - Presentation Video](#)
- DA.KC.P.09.1
 - [DA.KC.P.09.1 - Presentation Video](#)
 - [DA.KC.P.09.1 - Slide Deck](#)

Task 2

Modern Dance Techniques: Digging Deeper. The great Modern Dance pioneers each developed techniques which came from both their strengths and their weaknesses, and also from their own interests and priorities. Isadora Duncan said, “I was born by the sea... my first idea of movement of the dance, certainly came from the rhythm of the waves... It is the alternate attraction and resistance of the law of gravity that causes this wave movement.” Paul Taylor was a swimmer before a dancer. Is this evident in his use of the arms and upper back in the Taylor Technique? It sure is! Each pioneer showed their strengths, weaknesses, loves, and priorities in the work they created.

Look back at the modern dance history presentation and look for clues about the strengths/weaknesses/interests/priorities of the choreographer/style studied. Fill out the Modern Dance Techniques: Digging Deeper Form below to identify some of these elements of the technique studied.

**Note: Consider using Google Classroom to track student work. The two forms in Appendix B can be made into Google forms.*

Performance Standard(s)

(Connecting: Relate) DA:Cn11.1.1

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

A. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.

Task 2 Sample Student Work

- [DA.KC.P.03.2](#)
- [DA.KC.P.06.2](#)
- [DA.KC.P.08.2](#)
- [DA.KC.P.09.2](#)

Task 3

Personal Modern Dance Technique

Evaluate personal strengths and weaknesses as a dancer and in general. Also, think deeply about personal interests and priorities as a mover. Fill out the If I Had A Modern Dance Technique Form below to help set priorities and parameters for a personal modern dance technique.

**Note: Consider using Google Classroom to track student work. The two forms in Appendix B can be made into Google forms.*

Performance Standard(s)

(Creating: Explore) DA:Cr1.1.1

Anchor Standard 1: Generate and conceptualize artistic ideas and work. B. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.

Task 3 Sample Student Work

- [DA.KC.P.03.3](#)
- [DA.KC.P.05.3](#)
- [DA.KC.P.06.3](#)
- [DA.KC.P.08.3](#)
- [DA.KC.P.09.3](#)

Task 4

Based on the self-evaluation as a mover (see Google Form in Task 3), create 2 movement studies which demonstrate elements of a personal modern dance technique. These studies should include the priorities, strengths and weaknesses identified in brainstorming. The first phrase must be at least 16 counts in length and will be taught to the class as a classwork exercise demonstrating the technique. The second, longer phrase, will be performed in class. It must be at least 8 phrases of 8 counts long, and should further develop the technique demonstrated in the first exercise. The first phrase may not be part of the larger study in its exact form. Movement studies will be demonstrated and taught to the class.

Performance Standard(s)

(Creating: Explore) DA:Cr1.1.I

Anchor Standard 1: Generate and conceptualize artistic ideas and work. B. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.

(Performing: Express) DA:Pr4.1.I

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. C. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

Task 4 Sample Student Work

- DA.KC.P.03
 - [DA.KC.P.03.2](#)
 - [DA.KC.P.03.2a](#)
 - [DA.KC.P.03.3](#)

- DA.KC.P.05
 - [DA.KC.P.05.2](#)
 - [DA.KC.P.05.2a](#)
 - [DA.KC.P.05.3](#)

- DA.KC.P.06
 - [DA.KC.P.06.2](#)

- DA.KC.P.08
 - [DA.KC.P.08.2](#)
 - [DA.KC.P.08.3](#)

- DA.KC.P.09
 - [DA.KC.P.09.2](#)
 - [DA.KC.P.09.3](#)

Task 5

Create an artist statement for the original dance study. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Performance Standard(s)

(Creating: Plan) DA:Cr2.1.I

Anchor Standard 2: Organize and develop artistic ideas and work. B. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Task 5 Sample Student Work

- [DA.KC.P.03.5](#)
- [DA.KC.P.05.5](#)
- [DA.KC.P.06.5](#)
- [DA.KC.P.08.5](#)
- [DA.KC.P.09.5](#)