



FAD Collections *Creating Your Solo Lesson*

Grade Level(s): 9-12

Film(s): SOLO

Discipline(s): Dance

Core Arts Anchor Standard

8: Interpret intent and meaning in artistic work.

Dance Standard(s)

- HS, Advanced: (DA.Cr2.1.HS.III) a.) Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent. b.) Construct an artistic statement that communicates a personal, cultural, and artistic perspective.

Learning Objective(s)

- Interpret another artists' work by considering all elements of the piece and analyzing why those elements may have been chosen.
- Apply knowledge of dance genres, terminology, culture, and visual effects to convey a message of choice.

Introduction

Creating Your Solo Lesson involves mainly writing with some optional physical activities. Students will be provided SOLO to watch, interpret what the artists' message is, and create their own artistic story that they would want to convey. They will be given a set of guided questions to help them write an artistic statement and score for their choreography that hypothetically would be at least a 2-3 minute performance.

Materials needed:

- Pen or Pencil
- Paper
- Electronic device (optional)
- Props (optional)

Total time/length of activity: ~ 90 minutes, 1 class period

Lesson

Students would have been discussing personal artistic decision-making and should have prior knowledge/ discussions on solos.

1. (10 minutes) Show SOLO to students at the beginning of class, with no information given prior to viewing. Students should be given the **SOLO Questions** (see below) to help guide their viewing of the video. Students should also be encouraged to think about the message the artist is trying to convey, take notes on the words that are spoken, note choreographic and setting choices, etc...
2. (15-20 minutes) After the video, provide students with the **Assignment Guided Questions** (see below) that will prompt them to think about their own personal story that they'd like to share through dance.
3. (45 minutes) Students will work independently creating their artistic statement and score for their choreography. Students will also write the words that would be spoken during the performance of their own solo, just as it's done in SOLO.
4. (15 minutes) Students will be given this time to collaborate with their peers if they choose for feedback, inspiration, and encouragement.
5. If students do not finish their work, it should become homework.
6. If students are very passionate about their solo story, there can be an extra credit opportunity where they perform their solo during class one day or record it and play it in class.

Supplemental Materials:

SOLO Questions: (for during the video)

1. How does the choreography by itself change throughout the video? a. Setting? Music? Choice of words?	
2. What do we now know about the artist's life?	
3. During her story, does she create a 'beginning, middle, and end'? If so, how is this reflected in the elements of the video?	
4. The artist uses a few metaphors. One of them is "I am connected to it like a rubberband." a. What is "it" in this statement?	

<p>b. What does she mean by this, and how does it connect to the rest of the story?</p>	
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Assignment Guided Questions: (for after the video)

<p>1. What are you most proud of in your life so far? Not proud of?</p>	
<p>2. What challenges do you/ have you had to overcome?</p>	
<p>3. What have you learned from those challenges or mistakes that you've made?</p>	
<p>4. Who inspires you? How?</p>	
<p>5. What are words, phrases, etc... that you live by?</p>	
<p>6. Where do you feel safe?</p>	
<p>7. What are some locations that you resonate with/ mean something to you?</p>	
<p>8. What makes you, you?</p>	