



## FAD Collections *T.I.A. Lesson*

**Grade Level(s):** 9-12

**Film(s):** This is Africa (T.I.A.)

**Discipline(s):** Dance

### **Core Arts Anchor Standard**

7: Perceive and analyze artistic work.

### **Dance Standard(s)**

- HS, Proficient: (DA:Re7.1.1) a) Analyze recurring patterns of movement and their relationships in dance in the context of artistic intent.

### **Learning Objective(s)**

- Identify and analyze repetition in choreography and the impact it has on artistic intent.
- Connect repetition in language to repetition in movement.

### **Introduction**

The lesson surrounding *T.I.A.* involves students watching the video of the performance, identifying the repetitive movement, analyzing how the repetition affects the intent, and connecting the different repetitive aspects of this performance. This is a discussion-based mini-lesson where students will explore the “why” of using repetition in dance.

### **Materials needed:**

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

**Total time/length of activity:** ~ 45 minutes, ½ of a class period

### **Lesson**

Students would have been introduced to the element of repetition in choreography (OR this could be used as an introductory activity). This lesson could be implemented during the first half or second half of a class period.

1. (10 minutes) Students will watch the video of *T.I.A.* and will be asked to identify movement that is repeated using specific dance terminology.

2. (5 minutes) Students will have an opportunity to discuss their ideas with partners using the following guiding questions:
  - a. What is the movement? What are the movement qualities?
  - b. When does it occur? How often is it repeated? How long of a phrase(s) is being repeated?
  - c. Where is it repeated in terms of the setting?
3. (10 minutes) The video will be played again. Students will be asked to connect the movement choices with the spoken (and displayed) message; specifically, what words and choreographic phrases are being repeated.
  - a. Are the repeated words and movement phrases being repeated at the same time? Different times?
  - b. What does the repeated movement phrase(s) symbolize in the spoken message?
4. (5 minutes) Students will have an opportunity to discuss with partners their ideas and responses to the above questions (in #3).
5. (15-20 minutes) The teacher will then lead a whole class discussion more generally about the impact repetition has on artistic intent/message and WHY a choreographer would want to use it.
  - a. One question to use as a beginning discussion question is “would the message/intent be the same if the movement and/or words weren’t being repeated?” (This could be discussed in terms of *T.I.A.* and then move the discussion to more general.)
6. (Optional) To have an assignment for this lesson,
  - a. Students could work in partners to choreograph a short movement phrase that is associated with a word phrase OR
  - b. The teacher could have students look back through dances, videos, etc.. that they had worked with in the past (but didn’t necessarily point out any repetition) and identify the repetitive movement and answer questions similar to those above OR
  - c. A project could be assigned where students choreograph their own dance that uses repetition intentionally and they write an artistic statement to share and justify their ideas.