



## FAD Collections *The Field Lesson*

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

**Film(s):** The Field

**Discipline(s):** Dance

### **Core Arts Anchor Standard**

10: Synthesize and relate knowledge and personal experiences to make art.

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

- HS, Proficient: (DA:Cn10.1.HS.I) a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.

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

- Analyze another artists' work and relate one's own experiences to their's.
- Create a chosen physical representation of emotions, feelings, and experiences that conveys the intended message.

### **Introduction**

*The Field Lesson* is a shorter mini-lesson for a dance class that involves students watching the video of *The Field*, analyzing and discussing the messages that are portrayed in the video, and creating their own version of the imagery that is featured in the video.

### **Materials needed:**

- Pen or Pencil
- Paper
- Miscellaneous materials needed for assignment (optional)
- Electronic device (optional)

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

### **Lesson**

Students would have been going through analyses of performances and recognizing the messages that they portray (including the features of the performance that accomplishes that portrayal). This can be integrated into the first or second half of a class period.

1. (10 minutes) Launch: To start the mini-lesson, students will watch *The Field* with a guided observation sheet where they will have to write down 3 things that they find interesting, at least one question that they still have about the performance, and how they interpret the meaning of the video. (See [Video Observation Notes](#))
2. (10-15 minutes) Students will partner up and discuss their observations and then a whole class discussion will take place to come up with a broad, all-encompassing analysis of the meaning of *The Field*. Some examples of guiding questions are listed below:
  - a. What is the “field” in this scenario?
  - b. What do her braids/ ropes represent?
  - c. Who are the people holding the ropes?
  - d. What does cutting her hair symbolize?
  - e. What have the been the voices in your head and/or factors that have played a role in your dance or performance journey? (positive or negative)
  - f. How have you dealt with these?  
Note: some main ideas from this video include that the dancer is being pulled in many different directions, she has multiple voices in her head, the battle of inner self, etc...
3. (20 minutes) The main task of this lesson is to create a physical representation of what students' “ropes,” “braids,” and/or voices in their heads are when it comes to their personal experiences (particularly in the dance/ performance community but it can be more generalized). (See [Task Choice Chart](#))
4. Note: Depending on when this mini-lesson is done, students may use the rest of the class period and/or make this a project that is due a couple days later and maybe students present their projects in class.

**Supplemental Materials:**

[Video Observation Notes](#)

[Task Choice Chart](#) \*(the rubric can be modified to fit the class specifically/ different options can have specifications added)