



FAD Collections *Weight vs. Time Lesson*

Grade Level(s): 9-12

Film(s): *Weightless* & *In Search of Lost Time*

Discipline(s): Dance & Visual Arts

Core Arts Anchor Standard

8- Interpret intent and meaning in artistic work.

Visual Arts Standard(s)

- HS, Proficient (P.V.1.4) Evaluate the use of the Elements of Art and Principles of Design in art.

Dance Standard(s)

- HS, Proficient (DA.Re8.1.I) a.) Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

Learning Objective(s)

- Compare and contrast two different dance performances with an emphasis on the artistic element of perspective used in the video.
- Connect different mediums of artistic expression by aligning corresponding elements.

Introduction

The lesson surrounding *Weightless* and *In Search of Lost Time* involves students in a dance class comparing and contrasting the two videos with a particular emphasis on the visual arts aspects of the pieces (color, perspective, symmetry, etc...). Students will analyze these elements of each piece (based on the Elements of Art and Principles of Design) and connect them to the artistic intent and/or meaning of the piece through the elements of dance. Note: this lesson could be used for students in an art class with little to no dance experience.

Materials needed:

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

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

Lesson

Students would have been discussing the elements of dance in connection to artistic intent and expression. It is assumed that students have little to no background knowledge on visual arts.

1. (20 minutes) Students will be exposed to the Elements of Art and Principles of Design presented in a guided notes format. This can be implemented as a jigsaw activity where students are broken into 2-3 large groups and each group is assigned a certain number of elements or principles to research to provide a description and visual representation of each. Then, students will get into groups of 2-3 (one person from each of the large groups) and teach each other what they have learned so that every student completes the [guided notes](#) and every student has the opportunity to become the “expert” on specific elements.
2. (10 minutes) Students will watch the video *Weightless* and complete one copy of the [Analysis Sheet](#) as they watch the video. Specifically, students will be prompted to write down the Elements of Art and Principles of Design that stand out to them while watching the video. They will then draw arrows from each one to the elements of dance that they feel like they connect to in the context of *Weightless*. The purpose of this is to help them organize their thoughts for the main task.
3. (10 minutes) Students will watch the video *In Search of Lost Time* and complete a second copy of the [Analysis Sheet](#) as they watch the video (they will do the same thing as above).
4. (35 minutes) Students will have time to watch the videos again if they choose and/or finish filling out the analysis sheet that prompts them to connect the elements of art that they were told to look for, to the elements of dance (connecting new information to old information). Additionally, students will write 2-3 paragraphs about what they believe the artistic intent was for each video (using the analysis sheet as evidence/ examples for their claims) and they must state how the artistic intentions of each video are similar or different in their opinion.
5. (15 minutes) Students will have time to share their final “reports” with the class.

Supplemental Materials:

[Intro to Visual Arts Guided Notes](#)

[Video Analysis Sheet](#)