



FAD Collections *Counter Balance Lesson*

Grade Level(s): 9-12

Film(s): Counter// Balance

Discipline(s): Dance

Core Arts Anchor Standard

3: Refine and complete artistic work.

Dance Standard(s)

- HS, Proficient: (DA:Cr3.1.I) a.) Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.

Learning Objective(s)

- Connect artistic intent and ideas to the elements of dance and principles of choreography.
- Analyze, evaluate, refine, and document work to communicate meaning.

Introduction

The lesson surrounding *Counter// Balance* involves students watching the video of the performance and completing a video analysis of the relationship between the choreographer and the dancer, how they interact, how revisions are made, and how the performing arts can be more inclusive. Students will then self-reflect on their own work and provide constructive feedback to their peers' work.

Materials needed:

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

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

Lesson

Students would have been working on a performance score and/or a choreographic piece. It's assumed that students have knowledge of the elements of dance and principles of choreography.

1. (20 minutes) To launch this lesson, students will watch the video of *Counter// Balance* and complete this [Video Analysis Sheet](#) to interpret the artistic intent, choreographic choices, revision process, and the final product. Students will also be at least prompted to think about how the dancer's physical disability impacted choreographic choices and thus, the artistic intent.
2. (40 minutes) Students will be broken up into smaller groups (depending on how many students are in the class) and will watch each other's performances/ choreography that they would have been working on along with an explanation of their artist's statement of their intent. After each student performs, students will provide constructive feedback to the student choreographer but must use evidence from specific Elements of Dance and Principles of Choreography to justify their claims.
3. (20 minutes) Individually, students will have this time to self-reflect on the feedback provided by their peers and revise their choreography/ score accordingly. They will also be prompted to think about how their choreography could be improved or adjusted to be more inclusive of those with physical disabilities, similar to the dancer in the video.
4. (10 minutes) Volunteers will have the opportunity to share their revision process and examples of how their choreography could hypothetically be more inclusive.

Supplemental Materials:

[Sentence Structures
Analysis Sheet](#)