

# Tonya Kilburn | Instructor Guide

## Exploring the Elements of Dance

---



### List of Required Supplies:

- Students will need paper, pencil, and colored markers for some lessons.
- Hand drum or another percussive instrument (if you don't have one, be creative. You just need something to keep a beat, i.e., clapping, tapping on an empty box).
- If following the video, access to internet. Music will be provided through video.
- If following a PDF lesson format, appropriate music will be suggested, but specific music is not mandatory.
- A way to play music is recommended but this lesson is not dependent on music.

### Space/Facility Requirements:

- Floor space - open and free of obstacles (living room or playroom with furniture moved to provide space to move).
- Due to the length of the lessons, students will need a water bottle or access to drinking water and be allowed water breaks during the lesson.

**Student Time Required:** Depending on your time allotment, each 60-minute lesson may be split into two 30-minute lessons, three 20-minute lessons, or four 15 minute lessons. I recommend including the warm-up (or a modified version) and the cool down/reflection with any class, regardless of time limits.

**Required Preparation Before Leading This Curriculum:** Becoming familiar with the content in each lesson is recommended. The Oklahoma Academic Standards for Fine Arts is a good resource to become more familiar with dance terminology and vocabulary. It is also suggested that the person leading the lessons be comfortable with providing accompanying percussive music and able to keep a steady beat children can follow. Depending on the space, time may be needed to clear obstacles and ensure the space is as open as possible and safe for moving.

## Tonya Kilburn | Evaluation Rubric

Oklahoma Academic Standards Addressed	Recommended Method of Assessing Student Progress	Notes for Instructor
<p>D.PR.1: Students will develop and refine artistic techniques and work for presentation.</p>	Formative	<p>Ongoing assessment of students throughout the class will inform the flow of the class. Do not go forward if the majority of students are not exhibiting understanding.</p>
		<p>Processing questions at the end of some activities and reflection questions at the end of each lesson will reflect learning.</p>
	Summative	<p>The Element Composition Rubric may be used to assess student's understanding during the Dance Study section.</p>
		<p>The dance study is a summative assessment.</p>

D.PR.2: Select, analyze, and interpret artistic work for presentation.	Formative	Ongoing assessment of students throughout the class will inform the flow of the class. Do not go forward if the majority of students are not exhibiting understanding.
		Processing questions at the end of some activities and reflection questions at the end of each lesson will reflect learning.
	Summative	The Element Composition Rubric may be used to assess student's understanding during the Dance Study section.
		The dance study is a summative assessment.
		The rubric can be adapted to fit needs of specific teacher/class.

D.CR.1: Generate and conceptualize artistic ideas and work.	Formative	Ongoing assessment of students throughout the class will inform the flow of the class. Do not go forward if the majority of students are not exhibiting understanding.
		Processing questions at the end of some activities and reflection questions at the end of each lesson will reflect learning.
	Summative	The Element Composition Rubric may be used to assess student's understanding during the Dance Study section.
		The dance study is a summative assessment.
		The rubric can be adapted to fit needs of specific teacher/class.

Note: Student progress can be measured in both summative and formative ways.

Formative assessment methods measure learning in an ongoing way, through daily or regular reflection or observation. This type of learning assessment can be used to make adjustments to instruction method as a class goes along. Methods of formative assessment can include student journals and observations, informal questions and answers, student work samples, and more.

Summative assessment measures the total learning that has taken place over a course, and can be used to compare student knowledge, behavior, and/or skills at the end of a course with that same student's knowledge, behavior, and/or skills before the class began. Methods of summative assessment include pre- and post-tests, end-of-session exams, final projects, and more.