

# Systems of the Body: Movement and Choreography

<b>BIG IDEA</b>	<i>There is an interdependence of the human body's major systems in regulating its internal environment.</i>		<b>GRADE: 6</b>  <b>ART FORM: Dance</b>
<b>Title</b>	<i>Systems of the Body: Movement and Choreography</i>	<b>Connected Objectives</b>	<i>Students will create movement patterns that express information about the interdependence of basic systems, organs, and processes of the human body.</i>
<b>Enduring Understandings</b>	<i>The dance elements of time, space and energy can be used to present research claims and findings.</i>	<b>Essential Question(s)</b>	<i>How do dancers discover and create movement patterns that express information about the basic systems, organs, and processes of the human body? (Circulatory System Digestive System Respiratory System)</i>  <i>How can movement experimentation show how the body's systems work and how those systems interact?</i>
<b>Residency Description</b> Include the YA essential Experience, Create, Understand, Connect	<i>Students will experience dance as a tool for learning and understand that dance has its own vocabulary. Students will draw from their collective knowledge of the human body's major systems to explore the elements of dance (time, space and energy). Students will use their exploration of the dance elements to co-create movement patterns that show the interdependence of basic systems, organs, and processes of the human body. Student will share the co-created movement and critique the work of their peers.</i>		
<b>Common Core State Standards</b>	<p><b>(CCSS) _____ Standard(s) Grade _____</b> (Cut and paste from CCSS – <a href="http://www.corestandards.org/">http://www.corestandards.org/</a> )</p> <p><b>CCSS.ELA-Literacy.SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>CCSS.ELA-Literacy.CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>CCSS.Math.Practice.MPI</b> Make sense of problems and persevere in solving them.</p>		<p><b>(Arts) Standard(s) Grade 5</b> <a href="http://www.state.nj.us/education/cccs/standards/1/">http://www.state.nj.us/education/cccs/standards/1/</a></p> <p><b>1.4.5.B.3:</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p><b>1.1.5.A.1:</b> Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.</p>

# Imagining a Body System

**Circle the group's body system.**

Circulatory System

Digestive System

Respiratory System

What are the parts of the system?

How can the body be used to show the shape/form of each part?

How can more than one body be used to show the shape/form of each part?

How can the body be used to represent the movement of each part?

How the ideas above be put together to show how a body system works and how more than one system interacts?

# Co-Creating a Movement Pattern

Use these elements of dance to develop the group's movement pattern.

**Motion:** non-locomotor (stay in place) locomotor (travels)

**Energy:** Smooth, Jagged

**Space: Pathway:** straight, zig zag, curved **Direction:** around, side, forward, expand, contract, **Level:** high, low

**Time:** slow and fast/ synchronized and unsynchronized

**The choreography must be at least 6 counts of 8!**

1	2	3	4	5	6	7	8
2							
3							
4							
5							
6							