

LES
DANCE, DANSE, DANZA = TANZ!
TANZ IN 3D

The DEEN would like to thank LEARN for the permission to use the following LES Design Template.

Learning and Evaluation Situation (LES)

Subject: DANCE	Cycle: 1 OR 2 (SECONDARY)	Year: GRADE 7-11
LES # 1	<p>TITLE: <u>TANZ IN 3D!!!</u></p> <p>Inspired by the movie PINA 3D, let's explore the work of PINA BAUSCH and use it in our Dance Studio. You will discover how to work with repetitive movement, hand gestures, spacing and the use of props & costumes to create a dance in the style of this great German choreographer. Using the music from the film... <i>Tanztheater forever</i>, this will be the motto for the class, the term or guiding words for your dance recital!!!</p>	

LES Overview

Main Question or Focus	Description of Learning Situation and Learning Goals	Student products and processes
<p>WHAT QUESTION ARE STUDENTS EXPLORING?</p> <p>What is <u>Tanztheater</u>? What was the impact of PINA BAUSCH's works (the Tanztheater approach), on the dancers of her company, by extension, on her community (old people, teenagers...) and the public?</p>	<p>WHAT IS THE OVERALL LEARNING SITUATION ABOUT?</p> <p>Could the work of PINA BAUSCH improve my capacity to become a better dancer, to interpret & perform with more intensity and feeling to catch the attention of the audience?</p> <p>WHAT WILL STUDENTS UNDERSTAND?</p> <p>The importance of their <<presence>> on stage, the direction of the gaze and the interpretative skill. These should all also be developed as dancing techniques. Students will learn that simple movements well performed, could have a greater impact on the audience than spectacular or acrobatic work.</p> <p>WHAT WILL THEY HAVE DONE?</p> <p>They will explore, improvise and create different sequences of movement based on gesture movements. They will practice lifts (portée), use costumes and props</p>	<p>WHAT ARE STUDENTS MAKING OR CREATING AND HOW?</p> <p>Students will create a choreography based on the work and style of PINA Bausch. By using gesture movements, looking at video and listening to the comments of the dancers of her company, they will improve the quality of their</p>

	in the same way as PINA BAUSCH's dancers did for 35 years.	interpretation.
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Learning Activity Overview

Learning Activity/Task	Resume - Timeframe
<p>Do you know PINA BAUSCH? (collecting information – poster) Quick presentation of images (solo, duo, ensemble works, costumes, props- photo) Watching the first ensemble choreography – learning the 4 sequences of repetitive movements based on the Four Seasons. Explain the concept of TANZtheatre to the students (voice, acting, costumes, role...)</p>	<p>PINA? 1 Class Repetitive movement Tanztheater?</p>
<p>With costumes or ordinary clothes (dress, skirts, coat) exploring the core movement of everyday gestures, using a plan to improve them (bigger or smaller movements) Watching other DVD excerpts using the upper body (torso & arm movements)</p>	<p>Costumes 1 class</p>
<p>Watching 2-3 different DVD excerpts showing the portée (lift) Exploring 2 types of portée (lifts): falling in the arms of your partner (fall/catch) and the lift (your partner lifts you from the dance floor)</p>	<p>Lift/portée 1 class</p>
<p>Watching other excerpts of the PINA DVD (mostly duos) 2 by 2, exploring different gestures and creating 4-6 sequences of movements (16-32 beats) Teaching your sequences to another duo (using at least one lift) Presentation by groups of 4-8 in front of the class Writing down or video recording (cell phone, iPad, video camera) of yourself dancing in class.</p>	<p>My sequence 1 class</p>
<p>Review of the work of the last class. In a group of 4-8 dancers, practice a sequence that will be performed with eyes closed.</p>	<p>Review and 1 class Perform eyes closed</p>
<p>Exploring different props to create a dance sequence (chair, hairbrush,) Watching the extract of the LOVE LINE (talking to the audience) and telling your story simultaneously with your group of 8 or all together as a class.</p>	<p>Props 1 class & Love Story</p>
<p>Exploring different kinds of music for the performance of the dance created (using the beat as a reference). Imagine different places to perform your own dance (solo or group works)</p>	<p>Music 1 class</p>

Perform in class, on stage or in another place the sequence created with your group (with or without music)	Performance & Retention	1 class
Completing a poster or an individual report on PINA's work (choreography, place, props, costume)		
Total:	8-10 class (4 weeks)	

NOTE: VERY IMPORTANT TO ALWAYS USE THE PROCESS JOURNAL AND TO CREATE A POSTER AT THE BEGINNING OF THIS UNIT TO KEEP TRACK OF THE WORK MADE IN CLASS.

QEP Alignment

Broad Areas of Learning

X Citizenship and Community Life

FOCUS OF DEVELOPMENT & NOTES ABOUT HOW THIS BAL IS BEING ADDRESSED THROUGH THE LEARNING SITUATION

The original choreography of PINA Bausch, KONTACTHOF (1978) was recreated with old people (65+) and teenagers in 2000 and 2008. Even if she had a major impact on the dance world and her dancers, she also brought about major change in the life of the citizens of her city, in particular teenagers. How would it be if you got a chance to work with her, exploring her approach to movement, to performance? In collaboration with your dance teacher, you will get the chance to dance with a partner, using gesture and everyday movements, exploring lifts/portées with clothes from your closet...

Cross-Curricular Competencies

Choose no more than three (3) CCCs to track or evaluate per learning situation.

Intellectual

- Uses information
- Solves problems
- X** Uses creativity
- X** Exercises critical judgment

Methodological

- Adopts effective work methods
- Uses ICT

Personal and Social

- Achieves his/her potential
- X** Cooperates with others

Communication

- Communicates appropriately

HOW ARE THE CHOSEN CCCS BEING DEVELOPED IN THE LEARNING SITUATION? WHAT TOOLS OR SUPPORTS ARE BEING USED? (MAXIMUM OF THREE)

USING CREATIVITY	EXERCISES CRITICAL JUDGMENT	COOPERATES WITH OTHERS
<p>Creating your own gestures, sequences and dance choreography. Adapting your clothes to the dance concept of dance theater (Tanztheater)</p>	<p>Compare your work to the work of PINA BAUSCH. Exploring which gestures, movements and portées (lifts) you could do in class with your partner.</p>	<p>Discovering new movements and gestures with your partner. Learning the sequences of movement from another duo (or quartet) Exploring different types of portées (lifts) with your partner.</p>

Subject-Specific Competency Development & Evaluation

	SUBJECT COMPETENCY 1: INVENT	SUBJECT COMPETENCY 2: INTERPRET	SUBJECT COMPETENCY 3: APP.
Competency Use Key Features	<p>COMPETENCY 1: CREATES DANCES</p> <p>Uses ideas to create a choreographic work</p> <p>Uses elements of dance language and choreographic principles</p> <p>Organizes his/her choreographic creation</p> <p>Presents his/her choreographic creation</p> <p>Shares his/her creative experience</p>	<p>COMPETENCY 2: PERFORMS DANCES</p> <p>Becomes familiar with the choreographic content of the dance</p> <p>Applies elements of movement technique</p> <p>Becomes familiar with the expressive nature of the dance</p> <p>Respects the conventions of group unity</p> <p>Shares his/her choreographic performance experience</p>	<p>APPRECIATES DANCES</p> <p>Analyzes a dance or an excerpt of a dance</p> <p>Interprets the meaning of the dance or excerpt</p> <p>Makes a critical and aesthetic judgment</p> <p>Shares his/her appreciation experience</p> <p>The work of PINA BAUSCH (e.g. Sacre du Printemps, Vollmond) Solo, duo or ensemble works (++ +- - -) Describe what is TANZTHEATRE, Repetitive movement & interpretation.</p>
Evaluation criteria	<p>Gestures sequences (++ +- -/- -)</p> <p>Torso movements</p> <p>Costumes used for movements</p> <p>To Lift or be lifted (portée)</p>	<p>Direction of the gaze (the 5 focus points)</p> <p>Characterization</p> <p>Fluidity</p>	<p>Capacity to summarize the work of Pina Bausch, to name 3-4 dancers, 3-4 choreographies, costumes & props used, type of music(voice, song, sound)</p> <p>Places used for performances in the movie versus the type of performance, testimony of one dancer. (quotes)</p>

Evaluation Strategy and tools	Methods or tools to gather information about the development of the competency. Purpose of the evaluation (why do it?) Video recording (cell phone, iPad, video camera) Process journal (self evaluation) Critique of the work of your team, classmate contribution (2+ 1- 2<) Self evaluation of my contribution to the creation (2+ 1- 2<)	Video recording Process journal (self evaluation) Critic of the work of your team classmate (2+ 1- 2<) Self evaluation and evaluation of the performance (mine and that of another team).	Process journal (entries = class) Writing report (2 pages) Oral presentation Drawings or photo (where would you like to perform your dance...) Costumes (the best outfit drawings)
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Learning Situation Details

(Copy and paste the section below for each learning activity)

Phase: Title of activity or Sub-question: Timeframe:		
Competency/Process	Pedagogical intention	
What competency is being addressed in this part of the task? <input type="checkbox"/> SC 1 CREATE <input type="checkbox"/> SC 2 INTERPRET <input type="checkbox"/> SC 3 Appreciate	<i>Provide a narrative description of the activity</i>	
	Role of the teacher <i>What is the teacher doing?</i> <i>How is she introducing things?</i> <i>What scaffolds is she providing to students for understanding?</i> <i>For organization?</i>	
	Role of the student <i>What is the student doing?</i> <i>How are they engaging with the content?</i> <i>What decisions are they making?</i> <i>Are they working alone? In pairs? In expert groups? In other groupings? As a whole class?</i>	
Tools & Supports needed for this activity Electronic tools, templates, ... (Insert a row for each tool or support below)		
Name or description of tool or support	Status <input type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	If existing, insert URL or filename:
Resources used in this activity Print, media, exercises, ... (Insert a row for each resource below)		
Name or description of resource	Status <input type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	If existing, insert URL or filename:

Learning Situation Details

(Copy and paste the section below for each learning activity)

Phase: PREPARATION		
Title of activity or Sub-question: Who is Pina BAUSCH? What is TANZTHEATRE?		
Timeframe:		
Competency/Process	Pedagogical intention	
What competency is being addressed in this part of the task? <input type="checkbox"/> SC 1 CREATE <input type="checkbox"/> SC 2 INTERPRET <input type="checkbox"/> SC 3 Appreciate	<i>Provide a narrative description of the activity</i>	
	Role of the teacher <i>What is the teacher doing?</i> <i>How is she/he introducing things?</i> <i>What scaffolds is she/he providing to students for understanding?</i> <i>For organization?</i>	
	Role of the student <i>What is the student doing?</i> <i>How are they engaging with the content?</i> <i>What decisions are they making?</i> <i>Are they working alone? In pairs? In expert groups? In other groupings? As a whole class?</i>	
Tools & Supports needed for this activity Electronic tools, templates, ...(Insert a row for each tool or support below)		
Name or description of tool or support	Status <input type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	If existing, insert URL or filename:
Resources used in this activity Print, media, exercises, ...(Insert a row for each resource below)		
Name or description of resource	Status <input type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	If existing, insert URL or filename:

Learning Situation Details

(Copy and paste the section below for each learning activity)

Phase: PERFORMANCE (Creation/invent and Interpretation/performance) Title of activity or Sub-question: How could you create a sequence, which is the best lift for you, whate type of gestures are you using, which costume suit you better, are you more comfortable to use to perform? Timeframe:		
Competency/Process	Pedagogical intention	
What competency is being addressed in this part of the task? <input type="checkbox"/> SC 1 CREATE <input type="checkbox"/> SC 2 INTERPRET <input type="checkbox"/> SC 3 Appreciate	<i>Provide a narrative description of the activity</i> Role of the teacher <i>What is the teacher doing?</i> <i>How is she introducing things?</i> <i>What scaffolds is she providing to students for understanding?</i> <i>For organization?</i>	
	Role of the student <i>What is the student doing?</i> <i>How are they engaging with the content?</i> <i>What decisions are they making?</i> <i>Are they working alone? In pairs? In expert groups? In other groupings? As a whole class?</i>	
Tools & Supports needed for this activity Electronic tools, templates, ... (Insert a row for each tool or support below)		
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Learning Situation Details

(Copy and paste the section below for each learning activity)

Phase: INTERGRATION Title of activity or Sub-question: What is Tanztheatre (now for u?) Describe the work of PINA (3-4 choreographies, dancers's names, stage setting, costumes, props...) Timeframe: 1 or 2 class		
Competency/Process	Pedagogical intention	
What competency is being addressed in this part of the task? <input type="checkbox"/> SC 1 CREATE <input type="checkbox"/> SC 2 INTERPRET <input type="checkbox"/> SC 3 Appreciate	<i>Provide a narrative description of the activity</i> Role of the teacher <i>What is the teacher doing?</i> <i>How is she/he introducing things?</i> <i>What scaffolds is she/he providing to students for understanding?</i> <i>For organization?</i>	
	Role of the student <i>What is the student doing?</i> <i>How are they engaging with the content?</i> <i>What decisions are they making?</i> <i>Are they working alone? In pairs? In expert groups? In other groupings? As a whole class?</i>	
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LES TOOLS, SUPPORTS AND RESOURCE LIST

(A listing of all the tools, resources and supports compiled from the learning activities and any supplementary material that could be relevant to this LES)

VIDEO – MUSIC

DVD PINA (DVD, Blue-ray or 3D)

DVD of DANCING DREAMS (documentary on KONTAKTHOF with teenagers 14 on)

Kontakthof Premiere 9 December 1978, Opera House Wuppertal

http://www.pina-bausch.de/en/pieces/kontakthof_65.php (Premiere mit Damen(women) und Herren(men) ab 65 25 February 2000)

http://www.pina-bausch.de/en/pieces/kontakthof_14.php (Premiere mit Teenagern ab '14' 7 November 2008, Schauspielhaus Wuppertal)

CD PINA (15 pieces of music from the film)

YouTube video (for students at home to watch)

VISUAL SUPPORTS

Postcard (5), DVD and the box set of DVDs (you could enlarge them)

Pictures found on the internet (asking students to print them)

WEB SITE

Web Link: DANCE COMPANY <http://www.pina-bausch.de> (you will find an English version too!)

Web Link: MOVIE PINA: <http://www.pina-film.de/en/> (Great pictures, text and video)

<http://www.pina-bausch.de/en/pieces/kontakthof.php#>

<http://www.nytimes.com/1985/09/25/arts/dance-pina-bausch-s-kontakthof-in-montreal.html>

DOCUMENTARY: Un jour Pina m'a demandé (1983) (TV) Chantal Akerman followed famous Choreographer Pina Bausch and her company of dancers, The Tanztheater Wuppertal, for five weeks while they were on tour in Germany, Italy and France. Her objective was to capture Pina Bausch's unparalleled art not only on stage but behind the scenes. *Written by [Guy Bellinger](#)*

COSTUMES

Personal clothes (GIRL: dress, long skirt - BOY: suit, pants, shirt and tie)

Costumes from the Drama department.

**Second hand clothes (Village des Valeurs, Salvation Army, Renaissance)
Prom dress/suit from older relative (sister/brother, cousin, aunt/uncle...)**

PROPS

Chairs (for the number of students performing 8 to 32)

GYM MATS from the Phys. Ed. department (for practicing the lift or fall)

Microphone and amp