

# Dance Rehearsal

## 1. Question & Research Task

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Think about a dance performance you have seen live or on TV. Think about the rehearsals the dance ensemble had to complete prior to their performance.

Why are rehearsals an important part of performance preparation? What would happen if an ensemble rehearsed only a few times or not at all?

Rehearsals are an essential part of a dancer's performance. Conduct and focus is important for a dancer during a rehearsal.



Image source: YouTube

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How does a dance ensemble utilize rehearsal procedures in order to prepare for a production?**

## 2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

- [Mental Preparation for Performance](#) (How to prepare for a dance routine)
- [PNB's Don Quixote-Fly on the Studio Wall](#) (Watch a filmed rehearsal and hear the choreographer's feedback)  
\*YouTube video
- [Lar Lubovitch's North Star Rehearsal](#) (Watch a filmed quartet section excerpt of *North Star* choreographed by Lar Lubovitch)
- [The Bellas & Treblemakers Rehearsal](#) for the film Pitch Perfect



Select the image above to watch a Royal Ballet rehearsal.

Image Source: YouTube

### 3. Student Activity

We will video-record ourselves during a dance rehearsal. Think about your spacing and observe proper dancer conduct.

- Watch the video we recorded in class. Take extra care to watch for adjustments that need to be made in your performance or class performance as a whole.
- Reflect on this experience. What have you learned about yourself as a dancer while watching this rehearsal?



Image source: [Wikipedia](#)

## 4. Assessment Activity

How does a dance ensemble utilize rehearsal procedures in order to prepare for a production?

Write a journal entry that evaluates and reflects upon the filmed rehearsal we made in class. You can use the Assessment and Rubric for Performance and Production on the right as a guide. Answer the following question in your journal entry:

**How does a dance ensemble utilize rehearsal procedures in order to prepare for a production?**

Think about these points when writing your answer:

- Did you maintain proper spacing during the rehearsal? Did the class as a whole maintain proper spatial awareness during the rehearsal?
- What adjustments would you make to the performance?
- Why is rehearsing an essential part of preparing for a performance? Are using stage markers important? Why?



Image source: Microsoft Office Clip Art

[Assessment and Rubric for Performance and Production:  
Ensemble staging for multiple performance spaces](#)

# 5. Enrichment Activities

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Video from [YouTube](#)

Click to watch the side-by-side of the show and dress rehearsal. Not only was the dress rehearsal for the dancers, but also for the video crew.

Here are some other resources about dance or dance rehearsal that may interest you:

- [How to Choreograph a Dance When You are Stuck](#)
- [Career in Dance](#) (a video on dance rehearsal and careers in dance, YouTube)

# 6. Teacher Resources

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## Learning Standards Alignment

### Content Learning Standards

BCPS PHSCFA Indicators: 7, 8 and 10

- 7. perform a dance focusing on performance competencies such as entrances, exits, bows, etiquette, and awareness of space.
- 8. perform a dance focusing on performance competencies using consistent projection, awareness of space, expression, and choreographic intent.
- 10. critique own and others' performances to develop and expand critical and creative thinking skills.

### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

## Grade 11-12 Content Area: High School Dance

### Objective:

**Time Frame: 20-30 minutes**

### Differentiation strategies for this lesson:

- Students can use a journal or the printable assessment. A scoring rubric is included in the Assessment for Performance and Production.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Have students use learning supports provided in any BCPS-licensed Digital Content from the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.