

# Endless Possibilities

## Communication Through Expression

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### *Essential Standards:*

*5.CP.1:* Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

*5.CP.1.3* Create short dances that communicate abstract ideas.

### **Essential Question: How does dance communicate?**

#### *Teacher Input*

The teacher will first begin talking about communication. How do we communicate to each other? What forms of mass communication tools do we use to communicate? ( Facebook, email, telephone etc...) The teacher can then address communication in dance. In dance, communication is nonverbal and done with gestures and abstract gestures.

The teacher will explain that a gesture is a way to say something using the body-such as waving hello, nodding yes, nodding no, shrugging the shoulders for I don't know, etc. The teacher will then talk about how to abstract the gestures showing examples such as rubbing the stomach exaggeratedly and eating more slowly than usual. The students will relate these exaggerated gestures to the gestures chosen for a character in the Magic Flute.

Prior to the class or with the class, the teacher will view the *Hansel & Gretel* excerpts on the Wiki spaces and will look for gestures in this selection. Are Hansel and Gretel happy? Sad? Etc...  
What body positions can you relate to (is the body closed or open what does this mean?)

Following the viewing, the teacher with students can create a list of emotions on the board: happy, sad, angry, scared etc...Students can explore how to show each emotion in their body.

Is it an open shape? Is it a closed shape? Are the gestures strong or weak? What is the face doing?

*Video: The teacher will access the video of "O look! O look!" from Hansel & Gretel on the Wiki space.*

#### *Phrases:*

- The students will divide into groups of four and will select three emotions and put them in a sequence.
- Students will then create three emotions, in unison with their bodies.
- Each quartet will perform in front of the class and the audience members will guess which emotion the quartet is displaying.

Journal: The teacher will have students write about a time students felt glorious! How did it feel to be glorious? How did this effect your mood?

How did Hansel or Gretel from the piece show emotion? What is the emotion?