

Technology-Integrated Lesson Plan: EME4406

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Content Area: Dance

Topic: Intro to Stage/Set Production Design in Dance

Grade Level: 6th Grade – 8th Grade

Original Lesson

Summary:

The original lesson plan consisted of students creating and sharing their own basic design concepts for a dance production in relation to style of dance, costumes, music, lighting, stage model, etc. This involved using lower-level modes of tech integration by only requiring students to search online for photos and placing them into a Google Slide or PowerPoint in the provided categories. While it allows students to theorize and conceptualize, it does not engage them further. This can be considered lower level because it is only using another interface to display choices that could have been printed out on paper and/or is not as engaging in higher level tech integrated learning outcomes.

Technology Integration Strategies

Digital Tools:

- List each digital tool students will engage with in this lesson; provide specific names of apps/software [Do NOT include content delivery technologies used only by the teacher, such as slide lectures, LMS's, data spreadsheets, etc.; instead, highlight any technologies that students will engage with (i.e., creation technologies, digital assessments, Web 2.0 tools, search engines, etc.)]
- Explain how students will engage with each digital tool during your lesson

Digital Tools – Google, Google Slides, Pinterest, YouTube, Bitmoji

1. **Kahoot** – Kahoot will be used as a digital assessment to review and test student knowledge on vocabulary related to set and dance production design.
2. **Google** – Students will engage by using Google as a search engine to research photos.
3. **Pinterest** – Pinterest will be used for students for research, collection, and curation of photos to **create inspiration folders**. This is so that students can collaborate through a digital medium simultaneously to decide on concepts and showcase ideas to one another. Students can also use Pinterest to search for photos as a secondary option.
4. **Google** - Google slides will be used as the base digital medium for students to design their stage design project. It will be done in the same way that teachers design their virtual classrooms. (Virtual Set Design).
5. **Bitmoji** – Students will design a character using the bitmoji digital application to create a character and showcase the costume design for the production

Extra Credit -

1. **Youtube** – YouTube can be used to search for Royalty free music or 20 second snippets of music that represents their dance production work.

High-level integration with SAMR or PICRAT Model (pick one):

- Give a thorough explanation of how the technology in this lesson Transforms student learning via either Modification or Redefinition (SAMR Model) or Interactive / Creative use of tech (PICRAT Model).

The technology in this lesson will transform student learning by engaging students using the SAMR Model approach. Through the SAMR Model, this lesson will

in a hands on creative approach to set and stage design and

ISTE Student Standards:

- Which ISTE Student standard(s) does this lesson target? Choose at least 1-3 and give a rationale for each one.

This lesson targets ISTE Standards 1.1, 1.4, and 1.6.

1.1 – Empowered Learner – students are empowered through being trusted with full autonomy to use and showcase their skills and strengths by creating meaningful and liberating learning experiences through creativity, collaboration, and communication with technology.

1.4 – Innovative Designer – students use digital tools within the set design process to create and achieve innovative design approaches and artifacts that showcase their exceptional abilities to conceptualize, curate, create, and design for real world scenarios.

1.6 – Creative Communiator – students are able to create effectively within a collaborative working group to achieve creative solutions by learning to successfully communicate with others based on their co-desired production design goals.

P21's Framework:

- Which of the 4 C's of 21st-century learning does this lesson promote? Give a rationale for each one that applies.

This lesson promotes the 4 C's of 21st century learning by inviting a realistic space for students to be creative problem solvers, thinkers, strategists, visionaries, artists, collaborators, and innovators.

Creativity – creativity is the driving factor of the work's culmination process. Students must have a mind for imagination and the ability to turn their visions into reality.

Collaboration – collaboration is a method needed to successfully relay information conduct the production and to reinforce learning concepts

Communication – effective communication skills (ability to relay information effectively) with peer through the work produced.

Critical Thinking – critical thinking is promoted in this lesson as it challenges students to strategize real world methods and solutions to career related tasks and problems.

Universal Design for Learning (UDL):

- Explain how your lesson integrates at least one of the 3 [UDL principles](#) (Multiple Means of **Representation, Expression, and/or Engagement**)

My lesson integrates representation, expression, and engagement by allowing students to engage their individuality and understanding of the lesson through creativity and self-expression by multimodal modes of learning and meaningful collaboration with peers.

Representation is at the forefront because students will have the autonomy to be effectively engaged by expressing themselves through their individuality and creative choices of expression.

Students are provided different modes to express these principles in any aspect.

The use of these principles ensures students retain and understand knowledge on real world subjects, all while enjoying themselves through art and tech integration.

Culturally Responsive Pedagogy (CRP):

- Explain how your lesson is [culturally responsive](#) (i.e., ensuring that students' interests, identities, and cultures are embraced and validated)

This lesson is culturally responsive due to the projects nature of incorporating all student interests, identities, and cultures. Students will be able to collaborate and incorporate their own hands on input and creative autonomy on how they want to represent their own dance production. Students will be allowed and encouraged to express their individual interests and cultures inside of their set design in relation to culture and identity. Collaboration is a driving factor. We make it our duty to accept everyone's individuality in the work. We learn from one another. We treat others with respect and care. We listen to understand. We make decisions together. We ensure every peer's voice or contribution is seen and heard. It is a team effort. Digital equity and use are a foundation. We make sure access to tools and contribution is fair and equitable for everyone regardless of ability level so that the overall learning experience is effective and transformative.

Stage 1: Desired Results

Established Goal(s)/Content Standard(s):

- What relevant content area state standard(s) will this lesson address? (Find at least one on the [CPALMS website](#) in your subject area of interest)

Big Idea DA.68.C: Critical Thinking and Reflection

DA.68.C.3.1

Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.

DA.68.O.3.2

Create physical images to communicate the intent of a movement, phrase, or dance piece.

Big Idea DA.68.H: Historical and Global Connections

DA.68.H.2.3

Predict, using one's imagination and knowledge.

Big Idea DA.68.F: Innovation, Technology, and the Future

DA.68.F.1.2

Explore use of technology as a tool for creating, refining, and responding to dance.

DA.68.F.2.1

Explain the roles of dance production personnel.

DA.68.F.3.1

Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.

DA.68.F.3.2

Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field.

TH.68.F.1.1

Manipulate various design components to imagine the world of the character.

TH.68.F.3.2

Develop a list of line items that would typically be found in a production budget for a performance.

Essential Question(s):

- What provocative question(s) will foster inquiry, understanding, and transfer the learning? [What leading questions will you ask of students to get them thinking about the content?]
- **Sample essential questions**

Learning Objectives (minimum of 3):

- What key knowledge and skills will students acquire during this unit? [These are observable, measurable outcomes that students should be able to demonstrate and that you can assess. Your formative and summative assessments should directly measure these objectives.]
- Include verbiage from [Bloom's Taxonomy](#) to represent lower to higher-order thinking skills
- Include at least one digital learning objective (i.e., what skill(s) students will engage with by using technology). Use verbiage from [Bloom's Digital Taxonomy](#)

Students will increase understanding of stage production and set design.

Students will understand how to conceptualize and present a work from start to finish

Basic knowledge of set design.

Pitch a pres

Stage 2: Assessments**Formative Assessments (check for understanding along the way):**

- Include some flexible and informal ways of assessing students' progress and understanding throughout the lesson using technology. Formative assessments aren't graded. Consider using digital assessment or polling tools. [Click here for suggestions.](#)
- Through what evidence will students demonstrate achievement of your learning objectives?

Assessments – Vocab Kahoot Activity, Observation, Group Checklist Handout/Rubric, Questions

Students will demonstrate achievement by successful completion of their full project and presentation.

Summative Assessments (graded outcome or tasks):

- Students will be graded by a rubric checklist.
- Accommodated students will be graded at **their own growth factors and individual capacity for learning**.
- Students will be graded by **successful completion** of their project and group presentation.
- Students will be graded on **contribution equity** and **collaboration** within the group.
- Students will be graded on their **contributions of creativity and individuality using tech integrated digital tools**.
 - Observation, completion of Rubric (group effort, visible creative expression of ideas and collaboration), Final Group Presentation

Stage 3: Learning Plan

Learning Activities:

- This is the core of your lesson plan; organize this section by providing an outline of the number of days for your lesson and the time increments for each instructional activity within your lesson (see example lesson plans in the Canvas course assignment); your lesson must span at least several class periods between 45-90 minutes in length each. This section alone should be at least 1 page long.
- Approach this section as though you are leaving plans for a substitute teacher; anyone teaching your class on a given day during this lesson should be able to guide your students' learning successfully.

Accommodations - Students can choose to work alone or in groups. Students have full creative autonomy, as long as they follow the general directions and guidelines. Students may ask questions for any further guidance needed. Scaffolding will be done to ensure students are not left behind and on track. A visual guided model with steps to and of the finished process will be modeled and left on the board.

Day 1-3 (block schedule)**Introduction to Set Design in Dance – Production Crew Project!*****Directions (Handout) –***

Imagine you have been hired as a creative director for an upcoming local dance theatre project.

Using your **digital creative tools**, you are tasked as the set designer to conduct research, conceptualize, curate, and pitch your own set design to the community Theatre production team to be greenlighted for showing.

Heads up! This kind of job is fast paced and highly creative. They are seeking set designers with a unique creative eye and imaginative minds.

You and your group members (production crew) must roll out this project by the three-day deadline with your best ideas that you and/or your set design crew would think could transform the stage and wow both the local production team and audience!

Do you think you are up for the challenge? Will you save the show? *The Stage is yours!*

Use your imagination, creativity, collaboration, and community to your advantage to curate your own dance production and set design.

Students will get into small groups of 4. These production groups will be assigned at random.

Groups must design their own dance production and set design using the Digital Tools - Google, Pinterest, Google Slides, BitMoji, and YouTube.

Instructions are provided in the lesson plan.

Good Luck and Happy Set Designing!

Day 1 – 50 Mins

Part 1 -

Students will choose a **culture/country, dance style, or open theme** from a continent around the world and concept a set design based on the requested theme.

Students will be instructed to choose from the following options:

1. Continents:

North America, South America, Asia, Africa, Australia, Antarctica, Europe.

OR

2. Dance Styles:

Hip Hop, Ballet, Modern, Afro-Contemporary, Improvisation, Bharatanatyam, Chinese Traditional Dance, etc

If students have any other dance options not listed, they can inquire with teacher. Groups must agree on one common theme.

3. Open Theme

Pick a theme based on your favorite show, movie, book, video game, or animated cartoon sitcom or character.

For ex; Wizard of OZ themed set design.

- Review Vocab – Production Crew, Set Designer, Lighting Design, Costume, Character Design, Script, Props,
- Students will complete a Bell Ringer (Think/Pair/Share with your table).
“If you could design your own set, what would it look like, why? Discuss with your table” (5 mins)
- Students watch a short video about production/stage/ theatre design/ set design to obtain basic background knowledge.
- Students watch a video on how to create digital classrooms to inform their set design process using Google Slides and Bitmoji.

- Students will participate in a Vocabulary Game (assessment of basic set design) – Kahoot
- Assign Groups of 4 or more.

1. **Pick your inspiration** - Culture/Dance Style/Open Theme
2. **Research** – Research your mood board. Students will create a Pinterest account, search for inspiration for their stage designs, and curate them into folders.
3. **Create/Design** -
4. **Presentation/p** –

1st slide- set design

2nd slide – synopsis (in 5 sentences minimum, explain your groups creative process, concept and what you were going for. And why)

5. ***Extra Credit***

Real World Conceptualization – 1 Artifact (Costume, Prop. Lighting Etc)

Design Character / Costumes

Design Set (Mood, Theme, Lighting, Era, Color, Props, etc)

Design

- In collaborative groups (Creative Dance Production Crews), students will visualize, concept. create, and pitch their own dance production set design.

Day 2 – 50 Mins

Part II -

- Theme, Color/Mood, Setting, Lighting, Music, Dance Style, etc
- Visualizing – Concept on paper ,
- Concept – Research photos/mood board using pinterest
- Create – Create presentation for full
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- Design a character –
- Bitmoji – costume

Day 3 – 50 Mins

Part III -

- Students will have time to finish up
- Students will present and pitch their dance production/set designs to the classroom.
- Students will provide verbal feedback about what they observed and found interesting about the work, comparing
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Online Resources:

- Provide URL links for any resources you'll be using in your lesson
- Pinterest – [Pinterest.com](https://www.pinterest.com)
- Google Slides + Bitmoji
- Bitmoji
- [YouTube.com](https://www.youtube.com)