



TOWER DANCE

Overview

Book: *Annihilation* by Jeff VanderMeer

Grades 9-12

In the book, the Tower was a tall cylindrical structure with many layers. In this fine arts-dance PBL, students must choreograph and perform a dance that could take place in the Tower.

This lesson can be divided into two or more sessions. One for planning and practice, another for performance.

Standards

DA:Cr2.1.II	a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition inform the artistic intent.
DA:PR4.1.II	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill levels. Execute complex movement sequences with others while maintaining relationships through focus and intentionality.
DA:Re8.1.II	a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre-specific dance terminology.

W.9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Objectives

Students will choreograph a dance that could take place in the Tower.

Students will perform the dance they have created.

Students will write a description of the dance, using genre-specific vocabulary.

Materials Required

Tape or rope to mark out a large circle on the floor

Optional: platforms or solid tables to provide additional surface levels

Procedure

1. Review the description of the Tower in the book. If possible, read some selections from the book that contain the descriptive passages.
2. Have students gather around the marked circle to get a sense of the size of the area.
3. Divide into groups of 4 or 6.
4. Give students time to create a dance that would be appropriate for the Tower.
5. Allow time for students to practice.
6. Have students write a paragraph that describes the dance and why certain elements were chosen.
7. Have students perform the dances.

Extensions

1. Have students create a dance within a very tiny circle.
2. Have students find examples of dances that are performed on many different physical levels, that may include dancers suspended from the ceiling.

Rubric

RUBRIC	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
Dance	Displays many different dance skills and stays within the confines of the space	Displays several different dance skills and stays within the confines of the space	Displays a few different dance skills and strays from the confines of the space	Displays only one dance skill and strays from the confines of the space
Fluidity	All dance moves transitioned very well and the dance felt very coherent	Most dance moves transitioned well and dance felt mostly coherent	Some dance moves transitioned well and dance did not feel coherent	Few dance moves transitioned well and dance did not feel coherent
Writing Conventions	Paragraph contained no errors in conventions	Paragraph contained 1-2 errors in conventions	Paragraph contained 3-6 errors in conventions	Paragraph contained 7 or more errors in conventions
Writing Content	Content very accurately described the dance performance with all genre specific terms used correctly	Content accurately described the dance performance with most genre specific terms used correctly	Content somewhat described the dance performance with a few genre specific terms used correctly	Content did not accurately describe the dance performance Genre specific terms were not used correctly
Total N/12				

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