

My Dance Journal

Name: _____

Date: _____

Ideas inspired by Saskatchewan Online Curriculum and CODE Ontario. Created by Natasha Hutchins at www.prodivame.com

THE CREATIVE PROCESS

INSPIRATION

HOW WILL I BE INSPIRED?

IMAGINE - REMEMBER - KNOW - RESPOND

CHALLENGING - INSPIRING - IMAGINING - GENERATING

EXPLORATION

HOW WILL I EXPLORE?

CREATE - INTERPRET - REPRESENT - SEQUENCE

PLANNING - FOCUSING - EXPERIMENTING - DRAFTING

EXPRESSION

HOW WILL I EXPRESS?

SHARE - PERFORM - RESPOND - EVALUATE

REVISING - REFINING - PRESENTING - REFLECTING

Title: _____

Dancers: _____

INSPIRATION - EXPLORATION - EXPRESSION

INSPIRATION

Try FINDING INSPIRATION

My Own:

- Idea
- Experience
- Feeling
- Belief
- Culture
- Music
- Environment

Responding to:

- Culture
- Dance
- Music
- Visual Art
- Writing
- Reading
- Everyday Things

Try CAPTURING or RECORDING INSPIRATION

Try CREATING INSPIRATION or RESPONDING for INSPIRATION

Perspective

- What is my belief?
- What is my interest
- What do I value?
- What is my response?
- How do I move in this environment?

Reflection

- How will I be inspired?
- Imagine
 - Remember
 - Know
 - Respond

Perspective

- What does it mean to me?
- What may this mean to presenters?
- What may this mean to others?

Reflection

- How do I feel?
- How am I thinking?
- What do I know?

EXPLORATION

PLAN THEN DANCE OR DANCE THEN RECORD

BODY	ACTION	SPACE	TIME	ENERGY	RELATIONSHIPS
WHO? A dancer	WHAT? moves	WHERE? through space	WHEN? and time	HOW? with energy	WHY? using relationships

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Try CREATING **EXPLORATION** or RESPONDING for **EXPLORATION**

Form

- What will my body do?
- What action will I make?
- What space will I use?
- What time will I take?
- What energy will I create?
- What relationships will I use?

Reflection

- How will I explore?
- Create
- Interpret
- Represent
- Sequence

Form

- What are the elements?

Reflection

- What is my message?
- What will my audience interpret?

INSPIRATION - **EXPLORATION** - **EXPRESSION**

EXPLORATION

PLAN YOUR DANCE or ASSESS DANCE

BODY	ACTION	SPACE	TIME	ENERGY	RELATIONSHIPS
WHO?	WHAT?	WHERE?	WHEN?	HOW?	WHY?
A dancer	moves	through space	and time	with energy	using relationships
Body Parts <input type="checkbox"/> Hip <input type="checkbox"/> Leg <input type="checkbox"/> Arm <input type="checkbox"/> Feet <input type="checkbox"/> Neck <input type="checkbox"/> Knee <input type="checkbox"/> Head <input type="checkbox"/> Chest <input type="checkbox"/> Shoulder Body Shapes <input type="checkbox"/> Angular <input type="checkbox"/> Curved <input type="checkbox"/> Straight <input type="checkbox"/> Symmetrical <input type="checkbox"/> Asymmetrical	Travelling <input type="checkbox"/> Run <input type="checkbox"/> Hop <input type="checkbox"/> Skip <input type="checkbox"/> Slide <input type="checkbox"/> Walk <input type="checkbox"/> Leap <input type="checkbox"/> Jump <input type="checkbox"/> Gallop Stationary <input type="checkbox"/> Pull <input type="checkbox"/> Sink <input type="checkbox"/> Kick <input type="checkbox"/> Rise <input type="checkbox"/> Melt <input type="checkbox"/> Turn <input type="checkbox"/> Push <input type="checkbox"/> Float <input type="checkbox"/> Twist <input type="checkbox"/> Bend <input type="checkbox"/> Swing <input type="checkbox"/> Burst <input type="checkbox"/> Reach <input type="checkbox"/> Wiggle	Directions <input type="checkbox"/> Up <input type="checkbox"/> Down <input type="checkbox"/> Side <input type="checkbox"/> Back <input type="checkbox"/> Front <input type="checkbox"/> Around Size <input type="checkbox"/> Small <input type="checkbox"/> Medium <input type="checkbox"/> Big Place <input type="checkbox"/> Self Space <input type="checkbox"/> General Space Levels <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High Focus <input type="checkbox"/> Direct <input type="checkbox"/> Indirect Pathways <input type="checkbox"/> Curved <input type="checkbox"/> Zig Zag <input type="checkbox"/> Straight	Tempo <input type="checkbox"/> Slow <input type="checkbox"/> Medium <input type="checkbox"/> Fast Meter <input type="checkbox"/> 4/4 March <input type="checkbox"/> 3/4 Swing Rhythm and Accent	Energy <input type="checkbox"/> Free <input type="checkbox"/> Light <input type="checkbox"/> Sharp <input type="checkbox"/> Bound <input type="checkbox"/> Strong <input type="checkbox"/> Smooth	Body Relationships <input type="checkbox"/> On <input type="checkbox"/> Off <input type="checkbox"/> Far <input type="checkbox"/> Near <input type="checkbox"/> Over <input type="checkbox"/> Under <input type="checkbox"/> In Back <input type="checkbox"/> In Front <input type="checkbox"/> Around <input type="checkbox"/> Through <input type="checkbox"/> Supported

Try CREATING EXPLORATION or RESPONDING for EXPLORATION

Form	Reflection	Form	Reflection
What will my body do?	How will I explore?	What are the elements?	What is my message?
What action will I make?	<input type="checkbox"/> Create		What will my audience interpret?
What space will I use?	<input type="checkbox"/> Interpret		
What time will I take?	<input type="checkbox"/> Represent		
What energy will I create?	<input type="checkbox"/> Sequence		
What relationships will I use?			

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INSPIRATION - EXPLORATION - EXPRESSION

EXPRESSION

Reflect on your creative process
and how you are developing as a dancer.

Try **CREATING EXPRESSION** or **RESPONDING** for **EXPRESSION**

Form / Perspective

Reflection

Perspective

Reflection

What idea, belief, value or
response am I communicating?

How will I express?

What does my
dance communicate?

What does my
audience think?

What feelings am I expressing?

- Share
- Perform

What does my
audience see?

What do I think?

What does my audience feel,
think or know?

- Respond
- Evaluate

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INSPIRATION - **EXPLORATION** - **EXPRESSION**

DANCE ASSESSMENT FOR CREATING

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CREATING	BEGINNING	DEVELOPING	ACHIEVING	EXCELLING
Elements of Dance	I created body shapes with movement.	I created body shapes with movement through space.	I created body shapes with movement through space using relationships.	I created body shapes with movement through space and time with energy using relationships.
Expression Through Dance	I followed movements to express an idea, feeling, experience, relationship or narrative.	I expressed an idea, feeling, experience, relationship or narrative.	I expressed and communicated an idea, feeling, experience, relationship or narrative.	I choreographed a performance that expressed and communicated an idea, feeling, experience, relationship or narrative.
Music and Movement	I followed movement to various tempos or I created movement to a tempo.	I created movement to a tempo and rhythm.	I choreographed movement to music interpreting the feeling.	I choreographed movement to music interpreting the feeling and expressed it.
Choreography	I created one movement or extended a <i>dance-phrase</i> with additional movements.	I designed a <i>dance-phrase</i> with a beginning, middle and ending.	I designed a dance with a beginning, middle and ending.	I performed an original a dance with a beginning, middle and ending.
Performance	I shared my dance with a partner.	I shared my dance with an audience.	I practiced and performed my dance with confidence.	I practiced and performed my dance with confidence conveying the purpose of the choreography.
Group Work and Creative Process	I participated by following the lead or ideas of others within my group.	I worked cooperatively to create dance, taking an active part in the creative process.	I worked to develop the idea's of others during the creative process.	I analysed and integrated the reflections of others into the creative process when evaluating and improving my dance.

Assessment by: Self / Peer / Teacher / Audience

INSPIRATION - EXPLORATION - EXPRESSION