My Dance Journal

Name: ___________________________ Date: ________________________

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

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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

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Reflection</th>
<th>Perspective</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is my belief?</td>
<td>How will I be inspired?</td>
<td>What does it mean to me?</td>
<td>How do I feel?</td>
</tr>
<tr>
<td>What is my interest</td>
<td></td>
<td>Imagine</td>
<td>How am I thinking?</td>
</tr>
<tr>
<td>What do I value?</td>
<td></td>
<td>Remember</td>
<td></td>
</tr>
<tr>
<td>What is my response?</td>
<td></td>
<td>Know</td>
<td></td>
</tr>
<tr>
<td>How do I move in this environment?</td>
<td></td>
<td>Respond</td>
<td></td>
</tr>
</tbody>
</table>

How may this mean to presenters?
What may this mean to others?

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EXPLORATION

Try CREATING EXPLORATION or RESPONDING for EXPLORATION

<table>
<thead>
<tr>
<th>Form</th>
<th>Reflection</th>
<th>Form</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will my body do?</td>
<td>How will I explore?</td>
<td>What are the elements?</td>
<td>What is my message?</td>
</tr>
<tr>
<td>What action will I make?</td>
<td>Create</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What space will I use?</td>
<td>Interpret</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What time will I take?</td>
<td>Represent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What energy will I create?</td>
<td>Sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What relationships will I use?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INSPIRATION - EXPLORATION - EXPRESSION

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# EXPLORATION

## PLAN YOUR DANCE or ASSESS DANCE

<table>
<thead>
<tr>
<th>BODY</th>
<th>ACTION</th>
<th>SPACE</th>
<th>TIME</th>
<th>ENERGY</th>
<th>RELATIONSHIPS</th>
</tr>
</thead>
</table>

**A dancer moves through space and time with energy using relationships.**

### Body Parts
- Hip
- Leg
- Arm
- Feet
- Neck
- Knee
- Head
- Chest
- Shoulder

### Body Shapes
- Angular
- Curved
- Straight
- Symmetrical
- Asymmetrical

### Travelling
- Run
- Hop
- Skip
- Slide
- Walk
- Leap
- Jump
- Gallop

### Directions
- Up
- Down
- Side
- Back
- Front
- Around

### Tempo
- Slow
- Medium
- Fast

### Energy
- Free
- Light
- Sharp
- Bound
- Strong
- Smooth

### Body Relationships
- On
- Off
- Far
- Near
- Over
- Under
- In Back
- In Front
- Around
- Through
- Supported

### Stationary
- Pull
- Sink
- Kick
- Rise
- Melt
- Turn
- Push
- Float
- Twist
- Bend
- Swing
- Burst
- Reach
- Wiggle

### Size
- Small
- Medium
- Big

### Place
- Self Space
- General Space

### Levels
- Low
- Medium
- High

### Focus
- Direct
- Indirect

### Pathways
- Curved
- Zig Zag
- Straight

### Tempo
- 4/4 March
- 3/4 Swing

### Rhythm and Accent

### Size
- Small
- Medium
- Big

### Place
- Self Space
- General Space

### Levels
- Low
- Medium
- High

### Focus
- Direct
- Indirect

### Pathways
- Curved
- Zig Zag
- Straight

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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
- What are the elements?
- What is my message?
- What will my audience interpret?

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**INSPIRATION - EXPLORATION - EXPRESSION**

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EXPRESSION

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

_______________________________________________________________________________________
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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?  What does my audience see?
What does my audience feel, think or know?  Evaluate

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## Dance Assessment for Creating

**Elements of Dance**
- **Beginning**: I created body shapes with movement.
- **Developing**: I created body shapes with movement through space.
- **Achieving**: I created body shapes with movement through space using relationships.
- ** Excelling**: I created body shapes with movement through space and time with energy using relationships.

**Expression Through Dance**
- **Beginning**: I followed movements to express an idea, feeling, experience, relationship or narrative.
- **Developing**: I expressed an idea, feeling, experience, relationship or narrative.
- **Achieving**: I expressed and communicated an idea, feeling, experience, relationship or narrative.
- **Excelling**: I choreographed a performance that expressed and communicated an idea, feeling, experience, relationship or narrative.

**Music and Movement**
- **Beginning**: I followed movement to various tempos or I created movement to a tempo.
- **Developing**: I created movement to a tempo and rhythm.
- **Achieving**: I choreographed movement to music interpreting the feeling.
- **Excelling**: I choreographed movement to music interpreting the feeling and expressed it.

**Choreography**
- **Beginning**: I created one movement or extended a *dance-phrase* with additional movements.
- **Developing**: I designed a *dance-phrase* with a beginning, middle and ending.
- **Achieving**: I designed a dance with a beginning, middle and ending.
- **Excelling**: I performed an original a dance with a beginning, middle and ending.

**Performance**
- **Beginning**: I shared my dance with a partner.
- **Developing**: I shared my dance with an audience.
- **Achieving**: I practiced and performed my dance with confidence.
- **Excelling**: I practiced and performed my dance with confidence conveying the purpose of the choreography.

**Group Work and Creative Process**
- **Beginning**: I participated by following the lead or ideas of others within my group.
- **Developing**: I worked cooperatively to create dance, taking an active part in the creative process.
- **Achieving**: I worked to develop the idea's of others during the creative process.
- **Excelling**: I analysed and integrated the reflections of others into the creative process when evaluating and improving my dance.

Assessment by: Self / Peer / Teacher / Audience