

Notes/Reflections:

## ATLANTA BALLET

Centre for Dance Education

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**ArtsNow**<sup>®</sup>  
Teaching and Learning Across the Curriculum

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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Embodying Math Concepts • Graphs and Charts •  
Categories • Dance Composition •



Explore math themes and concepts with your students  
through the process of movement!

Students will interpret data on graphs and then use the information to explore dance composition and the form and order of created choreography.

**Essential Question:**

How can dance and movement be used to demonstrate understanding of graphs and data interpretation?

**Process**

- Warm-up utilizing movements to be used in choreography
- Identify symbol for each movement type
- Identify movement qualities in dance
- Create a group graph dance
- Students will be given graphs with movement data that must be incorporated in their movement phrase
- Create through movement an interpretation of the data in their given graph
- Audience must identify which graph belongs to each group

**Assessment**

- Students will create choreography that accurately portrays their assigned data.
- Students will actively participate in performing their choreography to the class.
- Students will correctly interpret their assigned data.
- Students/audience will accurately identify the data expressed in the choreography.

**Materials**

- Music
- CD player
- Graphs/Data

**Vocabulary**

**Choreography**

The art of composing dances and planning and arranging the movements, steps, and patterns of dancers

**Choreographer**

A person who creates dances

**Classroom Tips**

Set up chairs and tables in a circular format to maximize students' engagement and ability to see their peers during the activity and performance. Also establish parameters for acceptable movement choices and discuss audience behavior/etiquette with students.

**Common Core Georgia Performance Standards**

**MATHEMATICS**

**GRADE K**

**MCCK.MD.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**GRADE 1**

**MCC1.MD.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**GRADE 2**

**MCC2.MD.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

**Georgia Performance Standards**

**DANCE**

**GRADE K**

**DKFD.1:** Identifies and demonstrates movement elements, skills, and terminology in dance

**DKFD.2:** Understands and models dance etiquette as a classroom participant, performer, and observer

**DKCR.1:** Demonstrates an understanding of creative and choreographic principles, processes, and structures

**DKRE.1:** Demonstrates critical and creative thinking in all aspects of dance

**DKCO.4:** Demonstrates an understanding of dance as it relates to other areas of knowledge

**GRADE 1**

**D1FD.1:** Identifies and demonstrates movement elements, skills, and terminology in dance

**D1FD.2:** Understands and models dance etiquette as a classroom participant, performer, and observer

**D1CR.1:** Demonstrates an understanding of creative and choreographic principles, processes, and structures

**D1RE.1:** Demonstrates critical and creative thinking in all aspects of dance

**D1CO.4:** Demonstrates an understanding of dance as it relates to other areas of knowledge

**GRADE 2**

**D2FD.1:** Identifies and demonstrates movement elements, skills, and terminology in dance

**D2FD.2:** Understands and models dance etiquette as a classroom participant, performer, and observer

**D2CR.1:** Demonstrates an understanding of creative and choreographic principles, processes, and structures

**D2RE.1:** Demonstrates critical and creative thinking in all aspects of dance

**D2CO.4:** Demonstrates an understanding of dance as it relates to other areas of knowledge

**National Standards**

**DANCE**

**Standard 1:** Identifying and demonstrating movement elements and skills in performing dance

**Standard 2:** Understanding choreographic principles, processes and structures

**Standard 4:** Applying and demonstrating critical and creative thinking skills in dance

**Standard 7:** Making connections between dance and other disciplines