

Dance 6-8: Lesson Plan B

Dance Grades 6-8: Lesson Plans A and B are examples of scaffolding lessons that focus on two different domains.

Title:	Liz Lerman's <i>Critical Response Process</i>
Length of Class:	45-75 Minutes, dependant on class size
Skill Level:	7th Grade, Intermediate
Domain:	Respond
Standard:	7.D.R1.A. Describe, analyze, interpret, and discuss movement sequences and their relationships to the artistic intent.
Objectives: A. Know B. Understand C. Do	<p>A. Students will know the four steps of Liz Lerman's <i>Critical Response Process</i>.</p> <p>B. Students will understand the connection between artistic intent and choreography.</p> <p>C. Students will describe, analyze and interpret peer work.</p>
Procedures:	<p>Activity: Students take turns performing culminating projects from <i>My dance story</i> lesson, using Liz Lerman's <i>Critical Response Process</i> method of providing feedback.</p> <p>Teacher Text: "Today we are going to perform our creations from last lesson. After each student performs their work, we are going to practice giving feedback using Liz Lerman's <i>Critical Response Process</i> method."</p> <p>Students take turns performing. After each work, the following steps are taken in sequential order.</p> <p>Step 1: Statements of Meaning Teacher Text: To the audience: "Let's start by sharing what was exciting and interesting for you to see? Instead of saying 'I liked' let's try to just express what we saw and found interesting or exciting."</p> <p>Students take turns responding.</p> <p>Step 2: Artist as Questioner Teacher Text: To the performer: "Now let's see if our choreographer has any questions for the audience. Is there anything you'd like to know about the audiences' experience of your work?"</p> <p>Choreographer may ask questions to audience. Students take turns responding.</p> <p>Step 3: Neutral Questions Teacher Text: To the audience again: "Does the audience have any questions for our choreographer? Remember to keep your questions neutral. Liz Lerman teaches us that it is important to ask questions that</p>

	<p>aren't opinionated because we are trying to help the choreographer strengthen their work. We might not have the same ideas or intentions as they have, so we ask questions that could help them when they go back to work on this again."</p> <p>Students take turns asking questions and listening to the choreographer's responses.</p> <p>Step 4: Permissioned Opinions Teacher Text: To all: "Now we get to give opinions if the choreographer wants to hear them. So, if you have an opinion, something you really liked or maybe didn't understand, you can ask the choreographer if they would like to hear your opinion. If they say yes, then you can share your opinion. If they say no, it just means they're not ready or don't think it will help with their work right now."</p> <p>Students take turns asking permission to give opinions.</p>
Materials:	
References:	<p>—Adapted from Liz Lerman and John Borstel. <i>Liz Lerman's Critical Response Process: a Method for Getting Useful Feedback on Anything You Make, from Dance to Dessert</i>. Liz Lerman Dance Exchange, 2003.</p>

Created by Michelle Parkins