



## **Movement As Partnership Planning Form**

What are some Big Ideas that are important for your students to understand?

*Some ideas:*

*Patterns*

*Interdependence*

*Conflict*

*Cycle*

*Proportion*

*Measurement*

*Shape*

*Harmony*

*Change*

*Systems*

*Cause and Effect*

*Diversity*

*Freedom*

*Value*

*Structure*

*Scale*

*Models*

*Beauty*

*Probability*

*Movement*

*Relationships*

*Modification*

*Symmetry*

*Organization*

*Tradition*

*Balance*

*Interaction*

*Variation*

*Cooperation*

What is it about this/these Big Ideas that you want your students to understand and how do you expect them to show this knowledge?

How could this idea connect with creative movement?

What do you want your students to know or be able to do at the end of this residency?

*Connect to Enduring Understandings, Students will know..., Students will be able to...*

Are there standards (dance or other content area) that fit well with our goals?



How will we know if we've been successful? What types of assessment would work well with this unit? What will be done by the TAs and what will be done by the classroom teachers?

*Assessment Ideas:*

*Pre- and post-*

- *choreography (lesson concepts/visual art/poem/other)*
- *video inference with writing (individual or whole class)*
- *video inference with verbal reflection (individual or whole class)*
- *written test*
- *survey*
- *venn diagram, etc*

*Formative*

- *assignment rubrics*
- *journal entries- TA read or have student read aloud*
- *exit slips*
- *written assignments/charts*
- *checklist*
- *Perform- video w/self or group reflection, peer feedback*

What is hard for your students? What should the TAs know about your students before they get started?

What resources do we have (technology, space, other teachers or programs that could be connected, etc.)? What do we need?

How will our schedule impact the flow of the residency? How can we use any natural breaks or gaps to our advantage? How might this impact the structure of the unit?