From learning about structuring dance works and generating movement ideas to lighting, costume, and other production concerns, students learn about every area of dance production.

**Curriculum/State Standards**

- Georgia State Performance Standards for Dance I, Grade 9-12
- DHS1CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
  a. Recognizes how the use of choreographic structure is used to communicate meaning in a dance
  b. Demonstrates the use of theme through movement
- DHS1RE.1 Demonstrates critical and creative thinking in all aspects of dance
  a. Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
  b. Observes and formulates opinions about the quality of dances on the basis of established criteria
  c. Engages in self-reflection as creator and performer
  d. Engages in self-assessment as creator and performer

**Overview**

Dance students follow creation of their own choreography from start to finish. Students learn and experience the art of choreography and movement generation as well as production concepts such as auditions, costuming and lighting design, program creation, and ticketing.

**Objectives**

The students will create their own movement phrases and compile them into choreography.

The students will edit and reflect upon their own choreography.

The students will defend their choreography in both written and verbal format.

The students will choose and defend their use of costuming in conjunction with their choreography.

**Materials**

- Dance tights
- Costumes for each student
- Music

**Readiness Activity**

Students will create a choreography proposal detailing what they hope to accomplish with their choreography.

**Strategies/Activities**

- Students create a choreography proposal, detailing their concept and ideas for their choreography.
- Students create a budget and timeline for their projects, thinking through how much rehearsal time they will need with their dancers.
- Students will choose dancers for their choreography.
- Students work in the choreography/rehearsal period to prepare their choreography for performance.
- Students select and order costumes appropriate for their choreography.
- Students meet with the lighting designer to generate light cues for their piece.
- As a group of choreographers, students prepare the program, tickets, and fliers for their performance.
- Students perform their work.

**Culminating Activity**

Students complete a self-evaluation of the successfulness of their choreography, defending their lighting, costuming, and choreographic choices. They share their work.

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**THIS WINNING PROJECT IDEA SUBMITTED BY:**

Mary Mattmann
Washington County High School
Sandersville, GA
what they learned and what they would do differently next time. Students then participate in a talk-back with the instructor and other choreographers to share constructive criticism and applaud the achievements of all the choreographers.

**Evaluation Method**
Formative evaluation is provided through verbal feedback from the instructor as students complete their movement explorations. For the students’ initial proposals, the instructor provides a rubric outlining the criteria for successful project proposals. This rubric monitors the student’s progress and gives the students opportunity to receive feedback as they move forward. A rubric will also be used as an instrument for summative assessment to be used at the completion of the student’s final projects.