

Dance High School: Lesson Plan

This is an adaptation of a lesson plan where students originally learn and perform a section of choreography from *Rosas Danst Rosas*, choreographed by Anne Teresa De Keersmaeker.

Title:	<i>Rosas Danst Rosas</i> Research Project
Length of Class:	Ongoing research project outside of class with four 1-hour in class sessions
Skill Level:	Advanced, adaptable for all levels
Domain:	Connect
Standard:	HS4.D.Cn1.A Review original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflect upon and analyze the components that contributed to changes in one's personal growth.
Objectives: A. Know B. Understand C. Do	<p>A. Students will know the historical relevance of and story behind <i>Rosas Danst Rosas</i>.</p> <p>B. Students will understand the original intent of choreographer Anne De Keersmaeker and how the choreography has changed through various adaptations of the work.</p> <p>C. Students will create and perform original adaptations of <i>Rosas Danst Rosas</i>.</p>
Procedures:	<p>Activity 1: Pre-class Homework (assigned before first in-class session) Teacher Text: "Tomorrow in class we are going to begin learning a section of dance from <i>Rosas Danst Rosas</i> by Anne Teresa De Keersmaeker. Tonight, for homework, I want you to review the website, http://www.rosas.be/en/productions/378-rosas-danst-rosas, where you will read about Ms. De Keersmaeker's piece. Make sure to read the paragraph in the link and also the section titled 'Womanhood in Rosas danst Rosas.'"</p> <p>"You will also need to read a short article in the Guardian and watch the short video by following this link: https://www.theguardian.com/stage/2009/sep/08/dance-anne-teresa-de-keersmaeker-rosas"</p> <p>All of these articles are short and should not take you more than 30 minutes to read and watch. Take notes and be prepared to discuss Anne Teresa De Keersmaeker's <i>Rosas Danst Rosas</i> in class tomorrow.</p> <p>Day 1 in class Activity 2: Group Discussion Teacher Text: "Tell me what you learned about this piece of work." Open the discussion for students to express their initial thoughts about the work. Make sure to ask questions about the content of the work. "What was the inspiration for this piece? What year was it choreographed? How was it received by audiences? What was new and relevant about it?"</p>

Activity 3: Exploring Choreography

Teacher Text: Students will learn choreography in groups of four.

"Now let's take time to view the Rosas' website and learn from the videos created by Ms. De Keersmaeker and her company."

<http://www.rosasdanstrosas.be/en-home/>

Follow video instructions to teach students this movement section. There are four videos: the first is a short intro, the second teaches the movement, a third teaches the structure, and the fourth puts it together. Teacher should be familiar with the choreography to facilitate this.

Activity 4: Beyonce's Countdown Homework

Teacher Text: "Tonight I want you to do a little online research of your own. Watch Beyonce's music video, *Countdown*, and then search for any information you can find regarding the video as it relates to *Rosas Danst Rosas*. See if you can find out what Ms. De Keersmaeker's personal response was to the choreography in *Countdown*."

Day 2 in class**Activity 6: Group Discussion**

Teacher Text: "What did you think of the video *Countdown*? What was Anne Teresa De Keersmaeker's response?"

Give time for reflection. Read the statement found on The Performance Club Page (see below in References).

"How has the choreography been given new meaning in Beyonce's work? Is this a reflection of the times or a reflection of what happens when art is commercialized?"

Allow this to be an open discussion without enforcing any opinion.

Activity 7: Choreography Review, *Rosas Danst Rosas*

Teacher Text: "As we review choreography today, let's consider what kind of statement you would like to make using this movement. Ms. De Keersmaeker wants us to tell our own story, so how does this movement have new meaning three decades after it was created?"

Activity 8: Popular Adaptations Homework

Teacher Text: "Your homework tonight is to read the following linked article and watch the video. The next time we meet we are going to make our own adaptation of *Rosas Danst Rosas* in our groups of four."

<https://www.theguardian.com/stage/2013/oct/09/beyonce-de-keersmaeker-technology-dance>

Day 3 in class**Activity 9: Creating Adaptations**

Students are given the class period to create their own adaptations. This should not be the first time students have created original work as this is an advanced class.

	Day 4 in class Activity 10: Performing Adaptations Students perform original adaptations for one another with facilitated feedback from peers.
Materials:	Projector for playing video
References:	<i>Rosas Danst Rosas</i> , choreography by Anne Teresa De Keersmaeker http://www.rosas.be/en/productions/378-rosas-danst-rosas - Rosas website https://www.theguardian.com/stage/2009/sep/08/dance-anne-teresa-de-keersmaecker-rosas - Guardian article about <i>Rosas Danst Rosas</i> http://www.rosasdanstrosas.be/en-home/ - Contains instructions for creating adaptations and has video breakdown of choreography http://theperformanceclub.org/2011/10/anne-teresa-de-keersmaecker-responds-to-beyonce-video/ - De Keersmaecker's statement about Beyonce's <i>Countdown</i> https://www.theguardian.com/stage/2013/oct/09/beyonce-de-keersmaecker-technology-dance - Popular adaptations of <i>Rosas Danst Rosas</i> article

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