



TEACHER: Paola Carlucci
SCHOOL: Liceo Coreutico Bonporti Trento
YEAR: Fifth year

SUBJECT: Dance History

TOPIC OF THE LESSON

An introduction on German “Tanztheatre” and her main protagonist: Pina Bausch.

TOPIC OF THE SERIES OF LESSONS

The choreographic world of Pina Bausch and the influence of her style in the contemporary scene.

STUDENT GROUP PROFILE

There are 22 students in this class, 21 girls and one boy. All of them are Italian and there are no students with special needs. They study dance inside their curriculum (12 hours per week) and they have been studying Dance History since the first year. They are curious, active, and eager to learn. They are familiar with CLIL methodology.

STUDENTS' PRIOR KNOWLEDGE, SKILLS AND COMPETENCES:

- content : German expressive dance movement of the 1910s and 1920s. Revolution of modern dance in the United States and new dance codes.
- language: Most of the students have a B2 level of English, some of them C1. One girl spent last year in Grain Britain and her English is excellent.
They are familiar with some specific dance terminology in English CALP.

LEARNING OUTCOMES EXPECTED FOR THIS LESSON IN TERMS OF:

- *content*: Pina Bausch's background, life and work; some of the main elements of her choreographic language.
- *communication*: be able to use specific language about dance theatre
- *culture*: understanding the influence of the cultural contest in the developing of this new style of dance
- *cognition*: be able to analyze Pina Bausch's works in terms of movements, themes and ideas

ASSESSMENT: Formative assessment during group works

LESSON TIMING: 100 minutes

LESSON PLAN

Phase	Aim	Social form	What happens in class	4c	Timing	Media
Introduction	Activate prior knowledge and generate interest about the topic	Plenary	Brainstorming ask the pupils to answer the following questions and let them write on the whiteboards: "What does it mean, in your opinion, dance theatre?" "Where and when did it develop?" "Is there any name of choreographer that comes in your mind?" "What kind of movements do you think is connecting with this style?" Then ask them to share their opinions with the rest of the class.	content-communication	15 min	whiteboards
Presentation of the topic	Explain the subject of the day and the goals of the lesson. Give some general information about life and work of Pina Bausch and the birth of "Tanztheatre" and its relationship with German expressive dance movements of the 1910s and 1920s.	Teacher to students	The teacher talks about Pina Bausch life and artistic career using some pictures to introduce the subject and its cultural contest.	content-culture	10 min	Frontal lecture with pictures https://www.theguardian.com/arts/gallery/2008/feb/06/pinabausch
Work on the topic	watching and understanding a documentary. Learning some specific language about Dance Theatre. Get to know more Pina Bausch's work.	plenary and in pairs	- show a 5 minute documentary about Pina Bausch and Dance Theatre - in pairs, ask them to read the transcript and write the definitions of some key words on the side	content – communication	5 + 15 = 20 min	multimodal inputs: documentary link: https://www.youtube.com/watch?v=3kZ8zui9x0c + Scaffolding (see Doc 1)
Work on the topic	check the comprehension of the documentary and activate HOTS (higher order thinking skills)	In groups Jigsaw	divide them in 4 groups (home) and name an A-B-C-D in each group. Every A gets together (the same for B-C-D) and have to answer to two questions regarding the documentary using edpuzzle with their smartphone. Group A> questions #1 and 5; Group B questions #2 and 5; Group C questions #3 and 5; Group D questions #4 and 5 Then A-B-C-D go back <i>home</i> to talk about their subject	cognition – communication	25 min	Group work using https://edpuzzle.com link: https://edpuzzle.com/assignments/591860a9fd5816430e5f48cb/watc

Consolidation of outcomes	apply the content learnt to the analysis of a choreography activating HOTS (higher order thinking skills)	>individually > in pairs >sharing with the class	show a section of Bausch's choreography "Café Muller" Then ask the pupils to answer to the following 3 questions using the whiteboards "In this section of "Café Muller" is shown one of Pina Bausch's most recurring theme, which one?" "Which are the choreographic element of this section" "She said that it was not how people move that interested her but what moves them, what does it mean?" Then ask them to share with the rest of the class	content-communication	20 min	multimodal inputs section of a choreography link: https://www.youtube.com/watch?v=3WLazG0bQPI + Scaffolding: list of words (see Doc 2)
Feedback	Reflection time	individually and plenary	ask the pupils to answer to the following 3 questions using the whiteboards "The best part of the lesson was..." "The most difficult part of the lesson was..." "The most interesting part of the lesson was..." Then ask them to share with the rest of the class	communication	10 min	whiteboards