



LESSON PLAN

School Year: **2021-2022**

Grade: **9-12th grade**

Time length:

Lesson # (i.e. 1 of 10): **TBD**

Lesson Title: Qyrg Qyz Dastan Transposed for Dance (The Epic Poem Forty Women)

Brief description of the lesson:

Dance as access to new cultures: Learn about Central Asia

Influence of Religion: Learn about the intersection of Islamic influence on secular traditions

Literature as Dance: Learn about the epic poem, Qyrg Qyz. d

OBJECTIVE: *What is the purpose of learning this? How does it connect to a Big Idea?*

Master Competencies:

- Responding
- Connecting
- Creating
- Performing

Learning Objectives:

- Accessing other cultures through the arts (Central Asia)
- Learning the role religion plays influencing secular tradition (music melodies)
- Transposing literature into movement (Epic poem)

MATERIALS: *What materials/resources/tools/instruments are needed to teach this lesson?*

- padlet
- video:
 - [trailer](#)
 - [Qyrg Qyz](#), entire performance
- [Translation of Part 1](#)
- [Storyboard template](#)
- Music: [Bakbergen Sarymbetov performing Qyrg Qyz](#)

ENGAGEMENT: *How will you initially engage students' attention?*

Engage prior knowledge through prompts. respond via padlet:

- *What is an epic poem?*
 - *What are they about?*
 - *How are they told?*
- *Name some epic poems you know.*
- *What dance forms feature storytelling? And where are they from?*

MODEL/DEMONSTRATION: *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you'll be teaching?*

Introduce epic poem of the Central Asian Amazons, Forty Girls

- *Share synopsis and [trailer](#)*
- *View section of epic poem and share observations:*
 - *Tal shibiqtay taulanghan*
Qara-qasli qulang shashli
Jaudir kozli shirin sozli
Juqa yerni qaymaqtay

*Piste murin, badam qabaq
Hinji tisli, peri tusli
Auzi sulu oymaqtay*

- Discuss the influence of Islam (music, poetry)
 - [Bakbergen Sarymbetov performing Qyrq Qyz](#)
- How does this story resonate with you? What about modern day?
*resisting aggression by the men who want to conquer them.
 - *Girl Power*
 - *Rosie the Riveter, We can do it!*
 - *#metoo*
 - [Biykech video](#)
 - *Brave, merida*

GUIDED PRACTICE: *How will students practice the new learning? How will they be guided?*

- View [Qyrq Qyz](#), entire performance or excerpts
- Transpose this epic poem into a dance
 - Ask students to sketch a dance storyboard for Qyrq Qyz, [Storyboard template](#)
 - Group share
 - Collaborate to make one master storyboard
 - discuss details such as music, visuals, costumes, etc.
 - consider use of spoken word, reciting translated couplets of the epic poem.
 - As a group determine deadlines

INDEPENDENT EXPLORATION: *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

Analyze and Apply

- Each student selects a section from the storyboard to work on
 - design and set choreography
 - teach choreography to peers
 - rehearse choreography

Assess & Master:

- Assemble all the parts of the storyboard to present one cohesive dance that represents the story of Qyrq Qyz.
- incorporate performance elements such as visuals, videos, props, spoke word
- Rehearse and memorize entire piece
- Perform for live audience

SHARE/CLOSURE:

How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before next class?

Group Reflection:

- As a class we will view a recording of the performance.
- Share observations and reflections
- Give Kudos, each member of the cast offers and receives a compliment

Individual Reflection, 3-2-1

- List three things you learned in this unit.
- List two connections you made in this unit.
- Share one question you still have.

