

Lesson Plan:Dancing the Hero's Journey

Subject(s):

Dance 1

Grade/Level:

11th-12th grade

Measurable Objectives:

Students will use a KWL graphic organizer to track their knowledge of Joseph Campbell's hero's journey and its usefulness for story development in dance. Students will look at examples of the hero's journey as performed in Classical Indian Dance with the story of the Ramayana and then students will begin to create their own hero's journey story and choreography through a scaffolded process using Sensory Imagery and Jungian Active Imagination. After the creation of their hero's journey, students will create a character map of what happened to them for assessment and also to create choreography. Then students will receive a quick writing assessment from a peer witness as their "gift" at the end of this multi-step process. Students will be assessed on their understanding of Joseph Campbell's hero's journey pre, post, and during. Students will also be assessed in the development of their own story as demonstrated in a map. Then there is a peer assessment in the form of reflective writing using the prompt 'I see, I think, I wonder' in response to the student's hero's journey choreography.

Common Core Standards:

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

National Core Arts Standards

Anchor #1. Generate and conceptualize artistic ideas and work.

Anchor #2. Organize and develop artistic ideas and work.

Anchor #6. Convey meaning through the presentation of artistic work.

Anchor #7. Perceive and analyze artistic work.

Anchor #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Grouping strategies:

Whole group, solos, and duets

Modalities:

Auditory, visual, tactile/kinesthetic

Key Vocabulary:

- Joseph Campbell and the hero's journey: the separation; the call; crossing over a threshold; facing a challenge; being in the abyss; transformation; atonement; and the return with the gift.
- The Ramayana
- Classical Indian Dance
- Carl Jung and active imagination
- Sensory imagery
- Character map
- Locomotor vs. non-locomotor movement
- Inner focus
- Levels in movement
- Effort quality in movement
- Scaffolding a story
- Embodiment
- Witness

Activity Details:

LESSON SUMMARY

The purpose of this lesson is to study and process Joseph Campbell's hero's journey and how it can be expressed through dance by watching how the hero's journey is performed in classical Indian dance in a version of the Ramayana. The student's knowledge and understanding of the hero's journey expressed in choreography will be assessed by student's creating their own hero journey map and dance and witnessing a peer's journey.

MATERIALS & PREPARATION

- Smart board
- Videos:
 - <https://billmoyers.com/content/ep-1-joseph-campbell-and-the-power-of-myth-the-hero%E2%80%99s-adventure-audio/> Joseph Campbell and the power of myth interview with Bill Moyers;
 - <https://www.youtube.com/watch?v=qsugbPda5uo> Rama and the Ramayana: a hero's myth;
 - <https://prezi.com/3eylqu-uwi6t/heros-journey-ramayana/> Ramayana hero's journey map;

<https://orias.berkeley.edu/ramayana-through-dance> Ramayana through dance: Ramayana Navarasa (The myth of Ramayana done in nine moods)

- Music playlist: <https://www.youtube.com/watch?v=M73x3O7dhmg> Philip Glass: Metamorphosis; <https://www.youtube.com/watch?v=oGHUp4qykTA> Chunari Chunari · Abhijeet and Anuradha Shriram; <https://www.youtube.com/watch?v=4U-zbQXQNAI> Mehndi _ Madhorama Pencha · Mychael Danna
- Hard copies of KWL graphic organizer
- Hard copy of Campbell's monomyth
- Copy of scaffolded hero's journey for improvisation
- Example of map
- Blank sheets of drawing paper (2 per person)
- Markers, colored pencils, or crayons
- Pencils

PRE-TEACHING (Anticipatory Set or Hook) (10 minutes)

- "Do Now" (on Smart Board): Tell someone a story about a time you or someone else you know or heard of was heroic. Listen to other people's stories. Notice if you or others "talk with your hands" at any point.

TEACHING (Demonstration & Practice) Min (65 min)

- Pass out KWL graphic organizers for students to note knowledge before, during, and after videos.
- Show videos:
 - <https://billmoyers.com/content/ep-1-joseph-campbell-and-the-power-of-myth-the-hero%E2%80%99s-adventure-audio/> Joseph Campbell and the power of myth interview with Bill Moyers;
 - <https://www.youtube.com/watch?v=qsuqbPda5uo> Rama and the Ramayana: a hero's myth;
 - <https://prezi.com/3eylqu-uwi6t/heros-journey-ramayana/> Ramayana hero's journey map;
 - <https://orias.berkeley.edu/ramayana-through-dance> Ramayana through dance: Ramayana Navarasa (The myth of Ramayana done in nine moods)
- Give time for KWL writing about what they know now about Joseph Campbell's hero's journey and its part in The Ramayana, and Classical Indian Dance.
- Collect all the KWL notes for assessment.
- Have students spread out, seated, balancing the space.
- Introduce Carl Jung's idea of active imagination and explain that we will use our imagination in this way during a guided process to create movement.
- Tell the scaffolded hero's journey story with students seated and eyes closed. As sensory imagery inspires each individual's active imagination process encourage gestures to happen, like the student is a character in a play of their own imagination.
- Tell the scaffolded hero's journey story again from the top. Tell the students to use their imagination to clarify the details of the story taking shape in their mind as their gestures become more defined and lead to other embodied movements of their character, but encourage students to keep their eyes closed and not travel beyond their current space for safety even though they are becoming more active and embodied.
- Tell the scaffolded hero's journey story again from the top. Tell students to continue to clarify details of their story for themselves and begin to embody their character's movements in the story even more

boldly. Students may open their eyes, but should keep an inner focus, traveling with care if that is what happens in their story.

- Ask students to draw a map of what happened to them and where they went in the story they just imagined and embodied. Teacher shows an example of a character map to the class.
- Next have students acclimate their character maps to the room and embody its pathways, levels, efforts, and any other movements the student remembers doing during the repetitions of the hero's journey. The student must set this choreography as a solo dance through rehearsal and then turn in their map for assessment.
- Students show solo dances to a peer witness and become their peer witness.
- Students write about their partner's dance using the prompt "I see, I think, I wonder" and give the writing assessment as a gift.
- Students read the gift and notice what it means to them before turning it into the teacher for assessment.

POST-TEACHING (Exit Ticket) (15 min)

- Informal showing of all personal hero's journey dances. More than one dance can be shared at a time for the sake of time and timidity.

MANAGEMENT NOTES

- The teacher should walk around the room observing and assisting while students create.

ASSESSMENT/ FEEDBACK:

- Students' KWL, progression of embodiment during sensory imagery scaffolding, character map, and peer witness will be assessed for a grade.
- A final reflection discussion with the prompt: "through this lesson I discovered (what gift do I have now that I did not have before)..." It could be really satisfying after such a deeply personal and profound process.

