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| ***Middle School Dance Unit 1: Dance Through the Ages***  ***Weeks 1 through 6*** | |
| **Targeted Standards**  **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.  **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. | |
| **Rationale and Transfer Goals**:  Students will engage in overview of how dance developed as a form of artistic expression through various cultures over time. Care will be given to explore dance in both Eastern and Western civilizations, looking for archetypes, styles, metaphors, and techniques that are unique to or develop across groups. Students will read texts and use a variety of technology resources in order to further their exploration of this topic.  Dance is a universal form of expression, but one that is uniquely shaped by the cultures in which it is performed. It is important for students to know the ways in which dance is both similar and different around the world and across time periods, as it helps to develop a universal understanding of artistic principles, as well as insight into the various peoples and their cultures. | |
| **Enduring Understandings:**  The art of dance has been a central mode of human expression since the beginning of humanity  Dance, like other arts, has evolved in response to social evolution and context | |
| **Essential Questions**:  What is the role of dance in art as human expression?  How does dance reflect the time and place in which it originates? | |
| **Content/Objectives** | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** |
| * Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or [consummate works of art](#VPAconworkart) requires knowledge and understanding of culturally specific art within * Art may be used for utilitarian and non-utilitarian purposes. * Performance technique in dance, music, theatre, and visual art varies according to historical era and genre. * Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits. * Symbolism and metaphor are characteristics of art and art-making. * Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality. * Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality. * Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form. * Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. * Universal elements of art and principles of design apply equally to artwork across cultures and historical eras. * Technological changes have and will continue to substantially influence the development and nature of the arts. * Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. * The arts reflect cultural mores and personal aesthetics throughout the ages. | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art  Identify works of dance, music, theater, and visual art that are used for utilitarian and non-utilitarian purposes  Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras  Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values  Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art  Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas  Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art  Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form  Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art  Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays  Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies  Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures  Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts |
| **21st Century Skills:**  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | |
| **Key resources:**  Teacher-developed | |
| **Interdisciplinary Connections**  Connections to visual, musical, and theater arts  Reading and writing in the content area  Historical connections to context of dance  Science of movement, anatomy and physiology | |