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| ***Middle School Dance Unit 3: Performance***  ***Weeks 12-17*** | |
| **Targeted Standards**  **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | |
| **Rationale and Transfer Goals**:  Students will continue to explore and practice the basics of ballet, jazz, modern, and hip-hop in preparation for a performance in front of an audience. This performance will reflect a student’s selected theme (political, social or historical) and involve choreographic principals and structures learned in unit 2.  Dance conveys message and emotion that must be both conveyed to and received by the audience. This unit supports the opportunity for students to see how their selected message is received and interpreted by an audience. | |
| **Enduring Understandings:**  Performance is the culmination of understanding dance in context and in the creative process | |
| **Essential Questions**:  How can I apply what I have learned about dance, with respect to my personal creativity, in a performance? | |
| **Content/Objectives** | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** |
| * Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships. * Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras. * Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity. * Technology and media arts are often catalysts for creating original choreographic compositions. | * Continue their exploration of various genres of dance, including ballet, jazz, modern and hip-hop * Research and develop a theme that is social, historical, or political in nature to drive the development of a dance to be performed in front of an audience * Examine the ways in which choreography and movement convey emotion, identifying and incorporating specific techniques in their dance in order to elicit a given audience response * Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy * Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes * Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity * Use media arts and technology in the creation and performance of short, original choreographic compositions |
| **21st Century Skills:**  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  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 | |