# Unit 2: History of the Arts and Culture

Content Area: **Art**
Course(s): **Sample Course, Dance Studio**
Time Period: **Sept-June**
Length: **30 days/ Grades 7-8**
Status: **Published**

## Title Section

# Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

## Unit 2:

## History of the Arts and Culture

**Belleville Board of Education**

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## Unit Overview

Students will continue to study dance and various forms of dance - as influenced by culture and time. In this unit students will learn how to categorize styles by genres and differentiate between specific aesthetic differences and similarities in styles and artists. The study will culminate by students selecting a style that resonates with them and learning the style - an optional performance is the goal of this unit.

## Enduring Understanding

- Dance is social in nature.

- Dance is a reflection of culture and time.

- Dance changes over time, but elements remain the same.

## Essential Questions

- How do new social dances and variations on social dance steps arise?

- What impact has dance had on culture and society throughout history?

- What are the similarities and differences among dances of various cultures?

- What role does dance play in the culture of a specific country or region?

- What are dance styles and how are they categorized in genres?

- What are the technical demands of the various styles of dance?

- How is dance language used to describe specific aesthetic differences and similarities between styles and artists.

- How is music and style connected?

- How are forms of dance influenced by time, place and people?

## Exit Skills

- Create PowerPoint presentations on choreographers who greatly impacted dance.

- Identify and explain the similarities and difference among dances of various cultures.

- Perform a cultural dance based on class studies.

- Explain how dance forms are influenced by time and place.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| VPA.1.2.8.A.1 | Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. |
| VPA.1.2.8.A.2 | 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. |
| VPA.1.2.8.A.3 | Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. |
| VPA.1.2.8.A.CS1 | Technological changes have and will continue to substantially influence the development and nature of the arts. |
| VPA.1.2.8.A.CS2 | Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. |
| VPA.1.2.8.A.CS3 | The arts reflect cultural morays and personal aesthetics throughout the ages. |
| VPA.1.4.8.A.4 | Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. |
| VPA.1.4.8.B.3 | Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. |

## Interdisciplinary Connections

ELA -

Read and research

Create presentations to share information with peer.

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| LA.RL.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| LA.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| LA.SL.8.1.A | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| LA.SL.8.1.C | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| LA.SL.8.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |

## Learning Objectives

- Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows)

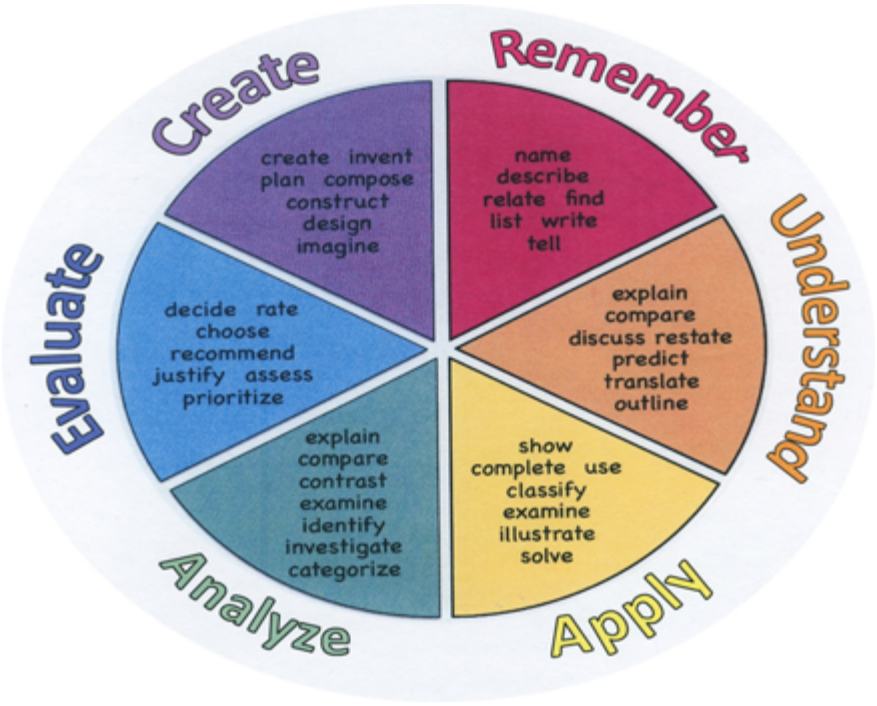
- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais's illusionary space).

- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis-exoticism, Katherine Dunham-AfroCaribbean dance heritage, Erik Hawkins-examination of native American culture, Bill T. Jonescontemporary African-American condition etc.), influenced the dynamics of their works.

- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).

- Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give | Prepare | Point out | Contrast | Invent |
| Name | Examples | Produce | Select | Critique | Make |
| Omit | Illustrate | Select | Subdivide | Determine | Originate |
| Recite | Indicate | Show | Survey | Grade | Organize |
| Select | Interrelate | Sketch | Arrange | Justify | Plan |
| State | Interpret | Solve | Breakdown | Measure | Produce |
| Count | Infer | Use | Combine | Rank | Role Play |
| Draw | Match | Add | Detect | Rate | Drive |
| Outline | Paraphrase | Calculate | Diagram | Support | Devise |
| Point | Represent | Change | Discriminate | Test | Generate |
| Quote | Restate | Classify | Illustrate | | Integrate |
| Recall | Rewrite | Complete | Outline | | Prescribe |
| Recognize | Select | Compute | Point out | | Propose |
| Repeat | Show | Discover | Separate | | Reconstruct |
| Reproduce | Summarize | Divide | | | Revise |
| | Tell | Examine | | | Rewrite |
| | Translate | Graph | | | Transform |
| | Associate | Interpolate | | | |
| | Compute | Manipulate | | | |
| | Convert | Modify | | | |
| | Discuss | Operate | | | |
| | Estimate | Subtract | | | |
| | Extrapolate | | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- Learn social dances from various periods.

- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.

- Reflect upon the emotional response to a dance and use expressive language to report experiences.

- Choose from a “grab bag of countries,” and research the dances of the country chosen.

- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.

- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).

- Read about and view works of Contemporary Modern choreographers and identify influences from other dance genres.

- Research the influence of African-American, Latin/South American, and European on American social dances and social dance music.

- Research the connections between two dance styles.

- Compare and contrast dances by various American choreographers (e.g., Merce Cunningham’s Rainforest, Alvin Ailey’s To Bird With Love, José Limón’s The Moor’s Pavane).

- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.

- Make a “family tree” of a dance form, including major artists and dates of significant works.

## Assessment Evidence - Checking for Understanding (CFU)

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”-summative assessment

- Create PowerPoint presentations on choreographers who greatly impacted dance.-summative assessment

- Evaluate written reflections on dance principles, including reports and journal responses, using a student-created rubric.-formative assessment

- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.-formative assessment

- Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research-alternate assessment

- Use technology to create a presentation on the impact of dance on specific groups of people and historical events.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Dance Texts: https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features:/

- Dance Artifacts: https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation

- The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t408223

- Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml - PBS Resources: https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=

- Interpreting Mythology Through Dance: https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting_Mythology_Through_Dance

- Video: How to Dance Through Time- The Elegance of Baroque https://www.youtube.com/watch?v=9wlU4PP1eUI

## Ancillary Resources

N/A

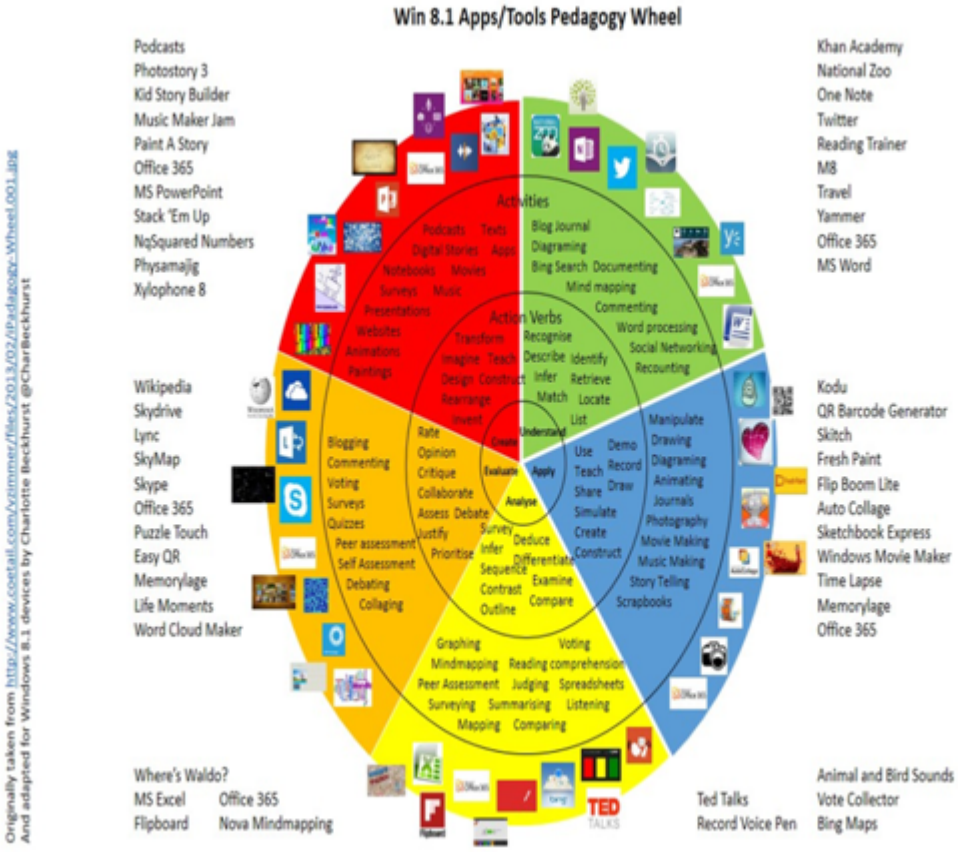
- Additional resources utilized by the teacher must be approved by an administrator.

## Technology Infusion

- Create a presentation or a document using Google Platforms.

- Share work via district Twitter accounts.

- Create a podcast




## Alignment to 21st Century Skills & Technology

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- Assign work to individuals

- Allow students to work in groups.

- Provide additional time to complete assignments.

- Allow students to utilize on-line resources to share work with peers.

- Repeat directions and provide written form of directions.

- Tic tac toe choice boards for final assignments.

- Allow students to create their own assessments rubrics prior to evaluation.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions

- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Use sentence/paragraph frames to assist with writing reports.
- Leveled texts for analyzing primary and secondary sources
- Create a world wall with cultural dance names/vocabulary.
- Utilize graphic responses in journals.
- Provide extended time for written responses and reports.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

● Assign a native language partner.

● Build background knowledge through discussions if material is culturally specific to the United States

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

● Invite parents/guardians to participate in sharing cultural themes and dances.

● Provide an outline for journal entries and study guides.

● Provide extended time for written responses and reports.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices

- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

● Create an original dance based on the cultural themes and dance elements of a particular style.

● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer.

● Write detailed reflections to live and/or video performances.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

See Sample in Unit 1.