

# Introduction to Understanding Social and Cultural Dance Forms 9012

Content Area: **Music**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **20 Days**  
Status: **Published**

## Summary

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

The unit introduces the ways that different cultures consider dance as an integral part of their lives through ceremony, tradition, pastime and entertainment. Focus will be on the ways in which various genres, codified techniques and styles have roots in folk or social movement traditions.

Revised August 2019

DA.9-12.1.1.12prof.Cr1a	Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
DA.9-12.1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
DA.9-12.1.1.12prof.Cr2a	Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
DA.9-12.1.1.12prof.Cr2b	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
DA.9-12.1.1.12prof.Cr3a	Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
DA.9-12.1.1.12prof.Cr3b	Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).
DA.9-12.1.1.12prof.Pr4a	Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
DA.9-12.1.1.12prof.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
DA.9-12.1.1.12prof.Pr4c	Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

DA.9-12.1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
DA.9-12.1.1.12prof.Pr5b	Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
DA.9-12.1.1.12prof.Pr5c	Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
DA.9-12.1.1.12prof.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
DA.9-12.1.1.12prof.Pr5e	Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
DA.9-12.1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
DA.9-12.1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
DA.9-12.1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
DA.9-12.1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
DA.9-12.1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.
DA.9-12.1.1.12prof.Re8a	Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.
DA.9-12.1.1.12prof.Re9a	Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
DA.9-12.1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
DA.9-12.1.1.12prof.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
DA.9-12.1.1.12prof.Cn11a	Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.
DA.9-12.1.1.812prof.Pr6d	Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

## **Essential Questions**

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EQ:

How does cultural context and intended audience matter when looking at dance?

What is the value of dance in cultures around the world?

How has the role of dance in society evolved over time?

What is the role of technology in sharing dance forms?

How does knowing about societal, cultural, historical and community experiences expand dance literacy?

EU:

Dance has intrinsic value in every society and culture.

The historical, cultural and societal aspects of the art of dance are a reflection of the time and people that utilized them.

## **Students Will Know/Students Will be Skilled at**

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Students will be skilled at identifying key technical, social and cultural concepts of one or more forms of social and cultural dance. The genre of dance will vary based on semester - topics may include Latin Dance, West African Dance, American Social Dance, etc.

Students will know the ways in which one or more forms of social and cultural dance came about and has changed over time. This will include performance setting, method of study, costume, music and outside influences.

Students will be skilled at drawing comparisons among various forms of social and cultural dance.

## **Learning Plan**

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Students will discuss the essential questions and reflect on their prior knowledge of social and cultural movement forms.

Students will be instructed by the teacher in one or more social or cultural dance techniques; including a historical overview, technical work and creative phrases.

Students will take part in individual or group research to present an overview of another contrasting form of social or cultural dance. This may include Irish Step Dance, Argentinian Tango, West Coast Swing, Bharata Natyum, etc. The project will be a broad introduction to the form and touch on topics such as location, costume, important figures in the development of the form, etc.

Students will take part in solo, partner and small group compositions with self and peer analysis.

## **Evidence/Performance Tasks**

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Demonstrate the ability to execute specific social and cultural dance movements.

Demonstrate the ability to discuss the historical, social and political aspects of the social or cultural dance form.

Demonstrate the ability to perform interpretations of social or cultural dances that honor the context it was created in.

## **Materials**

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Internet for research

Costume and music artifacts

Google Classroom/Docs

iPad/Video Camera

## **Suggested Strategies for Modification**

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Represent information in multiple formats and media.

Provide multiple pathways for students' actions and expressions.

Provide multiple ways to engage students' interests and motivation

Each student will be on their own individualized path, as they may be responsible for researching a specific element of social or cultural dance and presenting it to the class. The students will be given guided research time with the teacher and often a peer.

Injured students are expected to participate in the research and discussions on social and cultural dance forms. If they are in a small group they will give direction to the rest of the group and aid in the presentation process. If a student's injury is isolated to one part of the body, the student is expected to participate in the movement portion of the assignment and not use that body part.

[https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91\\_uQWYo/edit#gid=1426178898](https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91_uQWYo/edit#gid=1426178898)