

Introduction to Analyzing Dance as an Art Form 9-12

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

Summary

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

This unit introduces the student to analyzing dance through a historical, cultural, social and creative lens. It gives students the basic tools to observe and critique dance as an art form

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DA.9-12.1.1.12prof.Cr1	Generating and conceptualizing ideas.
DA.9-12.1.1.12prof.Cr2	Organizing and developing ideas.
DA.9-12.1.1.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.9-12.1.1.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
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.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.

How is a dance understood?

How is dance interpreted?

How does dance deepen our understanding of ourselves, other knowledge and events around us?

What aspects of dance do we look for when we are critiquing a work?

EU

There exists a wide range of dance forms and artistic movement ideas that may alter previous knowledge of dance.

Dance can be deconstructed, analyzed and critiqued much like a piece of literature.

Students Will Know/Students Will Be Skilled at

Students will know several important choreographers and their contribution to the dance world.

Students will be skilled at identifying choreographic concepts in concert dance.

Students will know the difference between objective and subjective analysis of dance.

Students will be skilled at writing a short critique on a dance piece using correct terminology: observation of spatial pathways, levels, direction change, rhythm patterns and choreographic tools.

Learning Plan

Students will discuss the essential questions and reflect on their prior knowledge of watching dance.

Students will practice giving specific feedback about professional dance work with the class.

Students will be given various examples and ideas about constructing an analysis of a dance work.

Evidence/Performance Tasks

Demonstrate the ability to articulate what they see when they watch a dance piece, using language of dance.

Demonstrate the ability to discuss possibilities, interpretations and intentions of a choreographer based on what they see.

Demonstrate the ability to deconstruct a dance piece and discuss it objectively, working towards writing a critical analysis of the work.

Materials

Language of Dance Guide (teacher generated, drawn from various sources)

Viewing prompts

Critical Response Process book by Liz Lerman

Dancers Talking Dance book by Larry Lavendar

Google Classroom/Docs

iPad/Video Camera

Suggested Strategies for Modification

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 learning to analyze dance. Some assignments will be modified based on ability and grade level (this class is 9-12). Teacher will provide an outline to help students who are struggling.

Injured students are expected to fully participate in this unit.

https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91_uQWYo/edit#gid=1426178898