

# Historical Dance Perspectives 9-12

Content Area: **Music**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **20 Days**  
Status: **Published**

## Summary

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

This unit will examine the rich history of dance, with emphasis placed on the pioneers of ballet and modern dance techniques.

Revised August 2019

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| DA.9-12.1.1.12acc.Cr3a  | Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.   |
| DA.9-12.1.1.12acc.Cr3b  | Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).   |
| DA.9-12.1.1.12acc.Re7a  | Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.   |
| DA.9-12.1.1.12acc.Re7b  | Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.   |
| DA.9-12.1.1.12acc.Re8a  | Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology.   |
| DA.9-12.1.1.12acc.Re9a  | Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.   |
| DA.9-12.1.1.12acc.Cn10a | Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.  |
| DA.9-12.1.1.12acc.Cn10b | Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.  |
| DA.9-12.1.1.12acc.Cn11a | Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. |
| HE.9-12.2.2.12.MSC.1    | Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping  |

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|                      | pong, racquetball, pickle ball).   |
| HE.9-12.2.2.12.MSC.3 | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).    |
| HE.9-12.2.2.12.MSC.4 | Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. |
| TECH.9.4.12.CI.1     | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  |
| TECH.9.4.12.CI.2     | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).  |
| TECH.9.4.12.CT.1     | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).   |
| TECH.9.4.12.CT.2     | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).   |
| TECH.9.4.12.IML.4    | Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).   |
| TECH.9.4.12.IML.5    | Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).      |
| TECH.9.4.12.IML.8    | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).   |
| TECH.9.4.12.IML.9    | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).   |

## Essential Questions

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### EQ

How has dance as an art form evolved over time?

What is the significance of the social and cultural dance forms in various cultures and time periods?

Why do context and intended audience matter when looking at dance?

How does dance interact with and impact other art forms?

### EU

Knowledge of dance history leads to a lifelong appreciation and understanding of the arts.

Context of social and cultural traditions lead to a deeper understanding of dance.

Pioneering ideas and concepts throughout dance history have created the current dance climate.

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

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Students will know the basic timeline of the development of western dance forms.

Students will be skilled at identifying various cultural and social dance elements and forms.

Students will know the major pioneers in ballet, modern and jazz dance.

Students will be skilled at discussing the ways in which dance interacts with other art forms.

Students will know the impact of 21st century technology on dance.

## **Learning Plan**

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Students will discuss the essential questions.

Students will be given specific modern dance pioneers to research and present to the class, followed by several technique classes led by the teachers rooted in that form. This will take place over the course of the entire year, with students assigned in September to their presentation date and modern dance pioneer. Each student will be responsible for the background, ideas and contributions of their specific dancer to the form.

Students will be given short term projects to create, perform, revise and re-perform movement compositions based on the modern dancers they learn about.

Students will trace the development of dance ideas in conjunction with other art forms and work towards observation and analysis of the forms.

## **Evidence/Performance Tasks**

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Individual research projects on a given dance form/pioneer (see Learning Plan).

Developing technical abilities based on that technique.

Writing critique and analysis on specific dance work throughout history.

## **Materials**

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Appropriate space.

Reading material supplied by teacher.

Technology for research and presentations.

## **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.

Injured students will write or record in class observations; read and analyze material based on the lessons and present some type of individual project to the class in order to receive participation credit. 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.

Long term injuries will be dealt with on a case by case basis.

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