Dance in the World

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

Summary

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

Dance is an art form that is constantly evolving and changing. This unit will examine the global perspective through which dance has shaped culture and society throughout time. Students will be exposed to a variety of dance styles, both performative and participatory, and how these forms interact with other art forms.

Revised August 2025

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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).
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).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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.
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).
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).
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).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
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).
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.
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.
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.
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.
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.
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.
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.

Essential Questions

EQ

What are some of the ways that dance reflects the time period, society and culture that it exists in?

What is the significance of dance styles evolving and growing over time? What are some factors that lead to these changes?

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.

The way that dance is presented in a society may impact the way it is taught, preserved and valued.

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

Various factors in culture and society have impacted dance throughout history and have created the current dance climate.

Students Will Know/Students Will be Skilled at

Students will know the basic timeline of the development of codified Western dance forms and the ways they interact with non-Western forms.

Students will be skilled at identifying various cultural and social factors that contribute to a dance form and its

growth.

Students will know the major dance pioneers of the 20th and 21st centuries.

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

Students will be skilled at analyzing the impact of technology on dance.

Learning Plan

Students will discuss the essential questions.

Students will be given specific dance pioneers in various genres to research and present to the class. Each student will become our source on that dance pioneer as we construct technical exercises, choreographic challenges and active discussions about the significance of these pioneers.

Students will be given short term projects to create, perform, revise and re-perform movement compositions based on the 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

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

Ongoing class conversations regarding the development of dance styles.

Developing technical abilities based on that technique.

Writing critique and analysis on specific dance work throughout history.

Materials

Appropriate space.

Reading material supplied by teacher.

https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit?usp=share_link

Technology for research and presentations.

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.

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