Critical Analysis of Dance

Content Area: **Music**
Course(s):
Time Period: **Marking Period 3**
Length: **30 days**
Status: **Published**

Summary

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

Dance as an art form can be observed, analyzed and critiqued through various lenses. This unit introduces the student to the process of looking at dance closely, discussing and analyzing dance as an art form and writing informal and formal critiques.

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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).
1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
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.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome,

	projecting and completing movements to enhance dance performance.
1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model 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.
1.1.812acc.Pr6d	Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
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.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
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

How do the elements of time, space and energy contribute to the way a dance is performed?

How can an audience member discern the possible intentions of a choreographer?

What are some ways in which dance relates to and connects with other arts forms?

EU

The ability to observe and analyze dance as an art form leads to a better overall understanding of the arts.

Context of social and cultural traditions of a choreographer contribute to analyzing their work.

21st Century technology developments have changed the landscape of how choreographers reach their audience and how their audience may interpret their work.

Students Will Know/Students will be skilled at

Students will know common terminology and vocabulary that serve as a basis to critique dance.

Students will be skilled at identifying the context and setting of a piece and how that may impact its meaning.

Students will know several important works throughout history and be able to describe, deconstruct and analyze their meaning.

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

Students will discuss the essential questions.

Students will be given opportunities to view a variety of choreographic works and react as a large group as well as an individual.

Students will be asked to speak objectively about work, giving specific observations addressing spatial pathways, contact, choreographic tools, costume, music and lighting design.

Students will lead discussions in class based on possible meaning of the dance, using contextual clues such as time period, socio-cultural impact, and preservation of work.

Evidence/Performance Tasks

Class discussions after viewing work.

Developing the ability to begin analysis including Liz Lerman’s Critical Response Process.

Writing critique and analysis on specific dance works.

Materials

Viewing work online (technology) as well as live dance performances.

Reading material supplied by teacher

Technology for research and presentations.

. https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit?tab=t.0

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