

Unit 04: The Impact of Dance

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

This unit will examine the rich social and cultural history of all dance forms, the impact that dance has on society, culture and other art forms.

Standards

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

1.1.12adv.Re7a: Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.

1.1.12adv.Re7b: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.

1.1.12adv.Re8a: Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology.

1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

1.1.12adv.Cn10b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Transfer

Essential Questions

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?

Essential Understandings

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 and the world around us.

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

Students Will Know

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

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

Students will know the major pioneers in various dance genres and understand their rich contributions to the field.

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.

Students Will Be Skilled At

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

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

Students will know the major pioneers in various dance genres and understand their rich contributions to the field.

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.

Evidence/Performance Tasks

Individual research projects on a given dance genre (see Learning Plan).

Developing technical abilities based on that technique.

Writing critique and analysis on specific dance work throughout history.

Individual research projects on a choreographer that has contributed to dance and social issues.

Learning Plan

Students will discuss the essential questions.

Students will be given specific dance genres 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 dance genre. Each student will be responsible for the background, ideas and contributions of their specific genre to the overall art of dance.

Students will be given short term projects to create, perform, revise and re-perform movement compositions based on various choreographers they study.

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

Students will analyze and discuss the relationship between dance and social issues. This will include readings,

viewings and choreography projects.

Materials

Appropriate space.

Reading material supplied by teacher.

Technology for research and presentations.

Suggested Strategies for Modifications

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.