# Critical Analysis of Dance

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

## Summary

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit
This unit gives the student a variety of methods to respond to dance; giving a personal connection to today's world, analyzing the setting in which it was originally staged, providing evidence from the work that supports their position and giving an in-depth analysis of the potential meaning of a dance.

Revised August 2025

## Standards

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| 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.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| 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). |
| 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). |
| 1.1.12adv.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. |

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| 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. |

## Essential Questions

How do choreographers use various composition tools in constructing their work to create meaning?

How can audience members discern the possible intentions of a choreographer? What role do costumes, lighting and music play?

What are some ways in which dance connects with other art forms in performance?

What is the impact of technology and social media on dance making and performance?

## Essential Understandings

The ability to observe and analyze dance as an art form leads to a better understanding of who we are as human beings.

The social and cultural context of a choreographer is key in analyzing their work.

Technology and social media developments have changed the landscape of how choreographers reach their audience and how their audience may interpret their work.

Dance and other art forms serve as a reflection of the time and culture that they were created in.

## Students will be Skilled at

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

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

Students will be skilled at discussing the impact of technology and social media on dance.

## Students will Know

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

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

Students will know the various writing structures of dance criticism and analysis.

## Learning Plan

Students will discuss the essential questions.

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

Students will read various formal analysis given by dance scholars and critics as both a basis of their own analysis and a study in writing formal analysis.

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.

Students will write informal and formal dance critiques on both established pieces of choreography as well as peer critique..

## Evidence/Performance Tasks

Class discussions after viewing work.

Developing the ability to analyze work using 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.

Cranford Public Schools Dance Materials/Resources

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.

Dance - QSAC Accommodations

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.