# K-2 Experiencing Dance

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **10 Weeks**
Status: **Published**

## Brief Summary of Unit

In this unit, students will be introduced to the idea that dance is an art form critical to our human development. They will analyze and look at dance forms through historical, social and cultural context as well as the way in which it is presented. Topics will include site specific work, dance on film, participatory dance and dance for entertainment.

## Essential Questions

- What is dance?
- Why do people dance?
- Where do people dance?
- What can we learn about ourselves through the art of dance?

## Essential Understandings

- Dance is an integral part of our lives and can happen in different ways
- Dance can occur in many places, including on a stage as performance
- The audience brings their own perspective to dance performances
- Using clear and concise language specific to the genre and context will enable audience members to engage more meaningfully with a dance

## Students Will Know

- The various places and spaces that dance exists in
- How context impacts the audience's experience

- The ways in which an audience member might decipher meaning from a performance
- How different settings impact the performance
- Why certain stages may work better for particular performances

## Students will be skilled at

- Discussing and analyzing different types of dance performances
- Discussing possibilities of meaning within a given dance performance
- Using genre specific terminology to discuss dance

## Learning Plan

- Discuss essential questions
- Discuss the spaces in which dance might happen
- Discuss how technology and other theatrical elements might impact the dance
- Brainstorm about the possible intentions of a choreographer, based on the choreographic choices of the performance
- Discuss the challenges and opportunities presented by the context of the performance

## Evidence/Performance Tasks

- Discussion of essential questions
- Observation of understanding through discussions and journal prompts
- Discussion of what some of the dance performances might mean using genre specific terminology
- Group discussion and brainstorming of ‘what we see’
- Pair and share
- Independence assessed by grade level

## Materials

- Notebook
- Spotify / Speaker
- Cranford Public Schools Dance K-8 Materials/Resources

## Standards

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

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| 9.4.2.IML.4 | Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). |
| 1.1.2.Re7a | Demonstrate movements in a dance that develop patterns. |
| 1.1.2.Re7b | Observe and describe performed dance movements from a specific genre or culture. |
| 1.1.2.Re8a | Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology. |
| 1.1.2.Re9a | Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology. |
| 1.1.2.Cn11a | Observe a dance and relate the movement to the people or environment in which the dance was created and performed. |

## Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications