K-2 Where dance comes from

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 various movements, music and costumes from various time periods and cultures. Emphasis will be placed on identifying movement attributes to their source of origin.

Essential Questions

- What is dance?
- Who dances?
- Why do people dance?
- Where do people dance?

Essential Understandings

- Dance is something that is used by all people, everywhere, throughout history, to communicate meaning
- Dances from different times and various cultures can have both similar and contrasting themes or ideas
- Dance is accessible to everyone and can be utilized for a variety of purposes

Students Will Know

- Dance is movement language
- Dance can be used for a variety of purposes
- People express themselves through dance
- Every culture and time period has its own set of dance movements and ideas

Students Will be Skilled At

- Identifying basic elements of a cultural dance form
- Executing introductory movement rooted in a cultural dance form
- Exploring the complementary art forms (visual, music, theater) of a culture or time period and their relationship to dance

Learning Plan

- Brainstorm the essential questions
- Discuss and examine a specific genre of dance rooted clearly in a time period / culture
- Perform in class introductory movement sequences based on a time period / culture
- Create short phrases of movement that express the ideas and motivation of that time period / culture
- Consider the elements of dance in their own communities and how they experience dance in their lives

Evidence/Performance Tasks

- Discussion of essential questions
- Drawing/moving/brainstorming about various cultural dance forms
- Executing basic movement sequences
- Pair and share
- Individual assessment by grade

Materials

- Cranford Public Schools Dance K-8 Materials/Resources

Standards

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

1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
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.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