3-5 Dance Around the World

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

Brief Summary of Unit

In this unit, students will build on previous knowledge to recognize and practice different forms of cultural, social and historical dance forms.

Essential Questions

- What are some of the different reasons people dance?
- How can we gain insight into different cultures and time periods utilizing dance, art, theater and music?
- How can we examine and appreciate various cultural dance forms in a way that is respectful and inquiry based?

Essential Understandings

- Dance is a universal language that is used in a wide variety of contexts and settings to communicate meaning
- Throughout time, dance has been an important element in all cultures and communities through celebrations, mournings and as a means of entertainment

Students Will Know

- All dance is influenced by the people, place and time in which it is practiced
- Many dance forms are embedded in cultural practices and connected to music, art, theater, and social norms

Students Will be Skilled At

- Identifying, discussing and performing basic movements from various times, cultures and places
- Exploring a variety of perspectives from different dance genres and styles

Learning Plan

- Brainstorm using the essential questions as a guide
- Introduction to several different styles of dance from around the world/in time
- Use technique based classes to learn movement phrases in specific styles
- Present in small groups information about each style

Evidence/Performance Tasks

- Discussion of essential questions
- Observation of understanding through discussions and writing prompts
- In class performance of a dance phrase from a specific time period/culture
- Small group work
- Pair and share
- Independence assessed by grade level

Materials

- Paper/White Board
- Spotify Account for music
- Devices for videoing and documenting student work
- https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit?usp=

sharing

Standards

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

1.1.5.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
1.1.5.Re7a	Describe recurring patterns of movement and their relationships to the meaning of the dance.
1.1.5.Re7b	Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.
1.1.5.Re8a	Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
1.1.5.Re9a	Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.
1.1.5.Cn10b	Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
1.1.5.Cn11a	Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

Suggested Strategies for Modifications

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

Performing Arts Accommodations & Modifications