3-5 Introduction to Dance as an Art Form

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 experiences and perspectives 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 be Skilled At

- Discuss and analyze the types of dance performances
- Use outlines to create written reflections and critiques of a dance performance
- Discuss possibilities of meaning within a given dance performance
- Use genre specific terminology to discuss and write about dance

Students Will Know

- The various places and spaces that dance exists in
- The ways in which an audience member might decipher meaning from a performance
- How different settings impact the performance
- Why certain spaces may work better for particular performances

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 the 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 the topics
- Pair and share
- Independence assessed by grade level

Materials

- Notebook, Chromebook
- LOD Alphabet Cards
- Cranford Public Schools Dance K-8 Materials/Resources

Standards

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

9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
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.Cn10a	Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.

Suggested Strategies for Modifications

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

Performing Arts Accommodations & Modifications