

Unit 3: Dance History

Content Area: **Performing Arts**
Course(s):
Time Period: **Full Year**
Length: **4 Weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

Dance History

Learning Objectives

- Students will acquire knowledge, through studying dance genres and artists/choreographers, of various time periods.
- Students will be able to identify movement and match it to a particular artist/choreographer.
- Students will develop a better understanding of how and why these specific forms were created.
- Students will discover the similarities and differences in the styles.
- Students will gain a deeper knowledge on the main influences, artists, choreographers of Ballet, Jazz and Tap dance.

Standards

- | | |
|-------------------------|--|
| DA.9-12.1.1.12adv.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| DA.9-12.1.1.12adv.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. |

Instructional Tasks/Activities

- Choreograph a jazz dance stemming from the artist chosen to write the report and incorporate individual style which was developed/nurtured/influenced from the artist's style.
- Discuss and evaluate one main artist/choreographer and his influences on the dance world.
- Discuss and evaluate the influence of these specific artists on the development of dance.
- Notes will be administered.
- Research by watching videos and reading articles
- Research one jazz icon and write your dislikes and likes about this artist and the impact this artist had on society and dance.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs

- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only

- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- Books (Century of Dance, Ian Driver)
- Handouts
- Internet (wikipedia.org)
- Related resources
- Videos