| ***Middle School Dance Unit 1: Dance Through the Ages******Weeks 1 through 6*** |
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| **Targeted Standards**  1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. 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. 1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.  1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer. 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement. 1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. 1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core). 1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. 1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill. 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail. 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage). 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances. 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.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 effectively1.1.5.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. 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. |
| **Rationale and Transfer Goals**: Students will engage in overview of how dance developed as a form of artistic expression through various cultures over time. Care will be given to explore dance in both Eastern and Western civilizations, looking for archetypes, styles, metaphors, and techniques that are unique to or develop across groups. Students will read texts and use a variety of technology resources in order to further their exploration of this topic.Dance is a universal form of expression, but one that is uniquely shaped by the cultures in which it is performed. It is important for students to know the ways in which dance is both similar and different around the world and across time periods, as it helps to develop a universal understanding of artistic principles, as well as insight into the various peoples and their cultures. |
| **Enduring Understandings:** The art of dance has been a central mode of human expression since the beginning of humanityDance, like other arts, has evolved in response to social evolution and context |
| **Essential Questions**: What is the role of dance in art as human expression?How does dance reflect the time and place in which it originates? |
| **Content/Objectives** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** |
| * Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or [consummate works of art](#30j0zll) requires knowledge and understanding of culturally specific art within
* Art may be used for utilitarian and non-utilitarian purposes.
* Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
* Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.
* Symbolism and metaphor are characteristics of art and art-making.
* Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
* Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
* Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.
* Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
* Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
* Technological changes have and will continue to substantially influence the development and nature of the arts.
* Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
* The arts reflect cultural mores and personal aesthetics throughout the ages.
 | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual artIdentify works of dance, music, theater, and visual art that are used for utilitarian and non-utilitarian purposesDistinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical erasCompare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or valuesInterpret symbolism and metaphors embedded in works of dance, music, theatre, and visual artDifferentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideasAnalyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual artEvaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or formDifferentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual artCompare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essaysMap historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologiesDifferentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse culturesAnalyze the social, historical, and political impact of artists on culture and the impact of culture on the arts |
| **Career Readiness, Life Literacies, and Key Skills**9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| **Key resources:** Teacher-developed |
| **Interdisciplinary Connections** Math: 5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbersSocial Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected worldScience: 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |