| ***Middle School Dance Unit 3: Performance******Weeks 12-17*** |
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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 continue to explore and practice the basics of ballet, jazz, modern, and hip-hop in preparation for a performance in front of an audience. This performance will reflect a student’s selected theme (political, social or historical) and involve choreographic principals and structures learned in unit 2. Dance conveys message and emotion that must be both conveyed to and received by the audience. This unit supports the opportunity for students to see how their selected message is received and interpreted by an audience. |
| **Enduring Understandings:** Performance is the culmination of understanding dance in context and in the creative process |
| **Essential Questions**: How can I apply what I have learned about dance, with respect to my personal creativity, in a performance? |
| **Content/Objectives** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** |
| * Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.
* Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.
* Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.
* Technology and media arts are often catalysts for creating original choreographic compositions.
 | * Continue their exploration of various genres of dance, including ballet, jazz, modern and hip-hop
* Research and develop a theme that is social, historical, or political in nature to drive the development of a dance to be performed in front of an audience
* Examine the ways in which choreography and movement convey emotion, identifying and incorporating specific techniques in their dance in order to elicit a given audience response
* Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy
* Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes
* Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity
* Use media arts and technology in the creation and performance of short, original choreographic compositions
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| **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. |