# **Dance 8th Grade**

**Content Area: Dance**

**Course(s): Dance 8**

**Time Period: Semester**

**Length: 2X per week**

**Essential Questions**

* How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
* How is dance interpreted?
* How is a dance understood?
* How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

**Big Ideas**

* Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
* Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
* Dance is perceived and analyzed to comprehend its meaning.
* Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

**Enduring Understandings**

* 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.
* 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.
* 1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.
* 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

**Diversity Integration**

Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Activity: Students will research choreographers and their contributions to the performing art of dance. (Janet Collins/ choreographer /woman of color) and (Robert Joffrey/ choreographer/LGBTQ+ person of color)

**Career Education Integration**

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Connection: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

Connection Activity: Students will create a spreadsheet showing all of the performing arts theaters within a 50 mile radius of the school. Students will include stage size, number of seats for audience members, age of the structure and cost of purchasing a ticket. Students should also include a column describing examples of performances that take place at the theatre.

**Cross-Curricular Integration**

**Integration Area: Science**

Standard:

PS2.A: Forces and Motion

* For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton’s third law). (MS-PS2-1)
* The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (MS-PS2-2)
* All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (MS-PS2-2)

Activity: Explore how using different amounts of force affects dancing. Compare the amount of force needed for a leap as compared to the amount of force for a turn. Exploring the amounts of force needed when pushing and pulling a partner during a dance will be needed. If the partner is not ‘helping’ to move as opposed to when the partner is ‘moving with’ the turn or lift. What are the laws of motion when an object is ‘in motion’ as opposed to when an object is ‘at rest.’ How do they apply to this dance?

**Technology Integration**

• 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

Core Idea: The design or selection of a computing system involves multiple considerations and potential trade-offs.

• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.

Core Idea: Advancements in computing technology can change individuals’ behaviors.

• 8.1.8.DA.5: Test, analyze, and refine computational models

Core Idea: Computer models can be used to simulate events, examine theories and inferences, or make predictions.