

# Unit 2 - History of the Arts and Dance Culture

Content Area: **Art**  
Course(s):  
Time Period: **Cycle**  
Length: **14 days**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

In this unit, students will study the origins of dance forms within a historical and cultural context, as well as aesthetic movements, spatial patterning, contrasting dance style, and technological advancements and influences. Students will continue to maintain an ongoing paper or electronic dance portfolio.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Technological advances have influenced the way we see dance on television and screen.
- Spatial patterning can influence cultural performances.
- Culture can have a social and political impact on dance.

Essential Questions:

- How do new social dances and variations on social dance steps arise?
- What impact has dance had on culture and society throughout history?
- What are the similarities and differences among dances of various cultures?
- What role does dance play in the culture of a specific country or region?
- What are dance styles and how are they categorized in genres?
- What are the technical demands of the various styles of dance?
- How is dance language used to describe specific aesthetic differences and similarities between styles and artists?
- How are forms of dance influenced by time, place and people?

## CONTENT AREA STANDARDS

DA.6-8.1.1.8.Cr2b	Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
DA.6-8.1.1.8.Re8	Interpreting intent and meaning.
DA.6-8.1.1.8.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.

DA.6-8.1.1.8.Cn10b

Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

DA.6-8.1.1.8.Cn11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

LA.K-12.NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.K-12.NJSLSA.R4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJSLSA.R6

Assess how point of view or purpose shapes the content and style of a text.

LA.K-12.NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.K-12.NJSLSA.L3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.L6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand:

- The impact of video technology on dance innovations (dance in movies, music videos, dance on television and reality shows, etc.)
- Social and cultural values are formed from past and contemporary choreographers
- The social and political impact on the culture of the arts

## **Procedural Knowledge**

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Students will be able to:

- Learn social dances from various periods. Compare and contrast traditional cultural dance styles.
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- Reflect upon the emotional response to a dance and use expressive language to report experiences
- Create a simple ritual or ceremonial dance by studying a particular culture to create the movement.
- Research the influence of African-American, Latin/South American and European on American social dances and social dance music.
- Research the connections between two dance styles.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

## **Alternate Assessments**

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- Teacher/Student Conferences
- Performance
- Group Projects

## **Formative Assessments**

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- Dance portfolio with journal reflections

- Presentations on choreographers who greatly impacted dance

Alternative:

- Evaluate informal in class performances

### **Summative Assessments**

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- Tests/quizzes
- Research project - cultural origins of dance

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

[https://www.ted.com/talks/the\\_lxd\\_in\\_the\\_internet\\_a\\_ge\\_dance\\_evolves/upnext#t-408223](https://www.ted.com/talks/the_lxd_in_the_internet_a_ge_dance_evolves/upnext#t-408223)

<https://www.educationworld.com/search/node/dance>

[https://nj.pbslearningmedia.org/search/?q=Dance&selected\\_facets=](https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=)

Supplemental:

<https://www.youtube.com/watch?v=9w1U4PP1eUI>

### **INTERDISCIPLINARY CONNECTIONS**

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- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas

and expressing their own clearly and persuasively.

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Integrate and evaluate content presented in diverse media and formats, including

visually and quantitatively, as well as in words.

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.