

Unit 2-History of the Arts and Culture

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **25 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, influence, and interrelationships. Students will continue to maintain an ongoing paper or electronic dance portfolio

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Develop an appreciation for the range of dance in various cultures and historical periods
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts

Essential Questions:

- How have dancers today been influenced by dancers of the past?
- How will students develop an appreciation and understanding of the importance of the arts within culture?
- How do the arts represent the culture, time period that it comes from?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the art that they produce?
- How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts?

CONTENT AREA STANDARDS

DA.9-12.1.1.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.9-12.1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
DA.9-12.1.1.12prof.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
DA.9-12.1.1.12prof.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)

• 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. • 8.2.12.NT.2: Redesign an existing product to improve form or function.

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.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- The origins and history of ballet, modern, jazz, hip hop, improvisation, and various ethnic dance forms
- Certain dance activities represent various historical periods and world cultures

Procedural Knowledge

Students will be able to:

- Research, write about and perform dances of celebration from two continents
- Research an aesthetic movement in dance such as: German Expressionism and Mary Wigman, or Postmodernism and the Judson Dance Theater.
- Create a family tree of dance forms, tracking influences and interrelationships
- Write a critique on dance masterworks by comparing and contrasting two different genres that are from the same time period
- Analyze a dance in reference to the spectrum of dance, synthesizing historical, cultural and stylistic information.

EVIDENCE OF LEARNING

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

Benchmark Assessment

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

Alternate Assessments

- Portfolios
- Think-Pair-Share
- Teacher/Student Conferences
- Group Presentations

Formative Assessments

- Portfolio

- observations

Alternative:

- journals

Summative Assessments

- Research project
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

<https://danceinteractive.jacobspillow.org/>

Supplemental:

http://www.fitforafeast.com/dance_cultural.htm

INTERDISCIPLINARY CONNECTIONS

ELA - 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.

Integration of Technology :

Create a personal digital portfolio which reflects personal and academic interests,

achievements, and career aspirations by using a variety of digital tools and resources.

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
HE.9-12.2.2.12.LF.6	Implement a financial plan for participation in physical activity in the community for self and family members.
HE.9-12.2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.