

Unit 3-Influence of Dance

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 begin to explore the interaction of artists and communal resources as well as study weight placement, partnering techniques, extended sequences, and cultural, religious, and mythical archetypes in dance. Students will continue to maintain an ongoing paper or electronic dance portfolio.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Choreographers and dancers analyze and evaluate their work to improve the quality.
 - Dance is perceived and analyzed to comprehend its meaning.
 - 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 literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts
- As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Essential Questions:

- How are forms of dance influenced by time, place, and people?
- How do students develop an understanding on the aesthetic meaning, focus, and literary tone of their repertoire?
- How can music and movement evoke emotion?
- How does the music affect the performance of the dance?
- What makes for a good performance?
- How can we improve upon the last performance? • How did your partner reveal her personal uniqueness in that phrase? • What images came alive for you as you watched your partner perform? • When did you experience your own kinesthetic response to your partner's dancing?

CONTENT AREA STANDARDS

DA.9-12.1.1.12prof.Cr1a	Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
DA.9-12.1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
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.

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.

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.
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.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- The weight placements and support is specific according to certain dance forms.
- There are various partner techniques in dance.
- Cultural, religious, mythical and archetypal references in dance.

Procedural Knowledge

Students will be able to:

- Attend and provide feedback on performances by a range of large and small contemporary dance companies working in different styles and genres.
- Analyze and discuss the influences that have affected students' personal dance styles
- Analyze the differences between dance created as theater art and dance created as a participatory experience within a community.
- Identify whether a dance form is theatrical, ritual, social, or a combination

EVIDENCE OF LEARNING

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

Benchmark Assessments

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

Alternate Assessments

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

Formative Assessments

- class discussions
- Video notations

Alternative:

- Journals

Summative Assessments

- Tests
- Quizzes
- Portfolio

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

<https://dancespirit.com/>

<https://www.dancemagazine.com/the-most-influential-people-in-dance-today-2440965004.html>

Supplemental:

<https://www.bergenpac.org/>

<https://www.nytimes.com/section/arts/dance>

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.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.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.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
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.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.