Unit 1 - Dance and Society

Content Area: **Dance**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students in different grade levels will research and examine different cultures and dances. They will then apply the learning objectives for this unit to the culture that they are studying.

Please note, the District does not offer Dance as a course.

Enduring Understandings

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.
Criteria for evaluating dance vary across genres, styles, and cultures.
As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.
Career Exploration – Explore careers in dance (choreography, teacher, theatre, video production)

Essential Questions

How is dance understood?
How is dance interpreted?
What criteria are used to evaluate dance?
How does dance deepen our understanding of ourselves, other knowledge, and events around us?
How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Learning Objectives

Possible types of dance to study over the year (student voice & choice and variation by grade level):
- Folkloric
- Musical Theater Dance
- Beginner Ballet
- Beginner Modern Dance
- Contemporary Modern Dance

- Improvisation and Composition
Additional Tasks:
- Maintain a dance journal that includes responses to performances, vocabulary lists, drawings and notation
- Learn social dances from various periods. Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Reflect upon the emotional response to a dance and use expressive language to report experiences.
- Choose from a "grab bag" of countries and research the dances of the country chosen.
- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.
- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle for USA). (Holocaust and AAPI)
- Read about and view works of Contemporary Modern choreographers and identify influences from other dance genres.
- Research the influence of African-American, Latin/South American, and European or American social dances and social dance music. (Amistad, DEI, LGBTQIA & PPWD)
- Research the connections between two dance styles.
- Compare and contrast dances by various American choreographers (e.g., Merce Cunningham's Rainforest, Alvin Ailey's To Bird With Love, Jose Limon's
The Moor's Pavane).
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Make a "family tree" of dance form, including major artists and dates of significant works.
- Research the climate for the particular culture being studied and identify how climate change impacts the culture. (Amistad, DEI, LGBTQIA & PPWD, Holocaust)
- Research and discuss dances created about the environment.

Standards: Content

1.1.8.Re7	Perceiving and analyzing products.
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.Re7b	Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.
1.1.8.Re8	Interpreting intent and meaning.
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.Re9	Applying criteria to evaluate products.
1.1.8.Re9a	Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
1.1.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.1.8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
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.
1.1.8.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
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.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
W	Writing
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
	Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Assessment Evidence

Formative	Informal Observation, Oral Question/Answer Responses, Class Discussion, Written Class Work, Group Performance, Individual Performance
Summative	Tests, Quizzes, Projects, Formal Performances, end-of-unit composition
Alternative & Benchmark	Alternative – Students choreography dance on paper, alternative assignment on dance style (research paper/presentation) Benchmark – LinkIt Benchmark, Standards aligned assessment, performance assessments
Assessment Evidence Resource	

Instructional Resources

Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed.

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
X	Holocaust	X	LGBT and Disabilities (Grades 6-12)
X	Climate Change	X	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile	X	Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		