

Unit 2: Dance Expression
Dance Grades 7 and 8
14 Class Meetings

Created May 2021, Updated June 2022

Essential Questions

- How can we express who we are through dance?

Enduring Understandings with Unit Goals

EU 1: Dance is an art form that allows individuals to express themselves.

- Analyze how dancers express themselves through movement.
- Create individual movements to express personality.

EU 2: School communities celebrate their diversity through dance.

- Analyze how communities express themselves through dance.
- Combine individual movements to create a community ~~dance.~~ **Dances**

Standards

National Core Arts Standards:

DA:Cr1.1.8 a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

DA:Cr1.1.8 b. Identify and select personal preferences to create an original dance study or dance. Use genre- specific dance terminology to articulate and justify choices made in movement development to communicate intent.

DA:Cr2.1.8 a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices

DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

DA:Cr3.1.8 a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

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DA:Pr4.1.8 b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

DA:Pr5.1.8 a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

DA:Pr6.1.8 a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post- performance, accept notes from choreographer and apply corrections to future performances.

DA:Re.7.1.8 a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

DA:Re.7.1.8 b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre- specific dance terminology.

DA:Re8.1.8 a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.

DA:Re9.1.8 a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

DA:Cn10.1.8 a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.

DA:Cn11.1.8 a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Devise choreography for self-expression.

- Base choreography on an object.
- Write an individual movement poem
- Create choreography for the movement poem
- **Key Terms and Vocabulary:**
 - Tableau
 - Movement poem

2. Analyze different dance styles and their connection to community.

- **Key Terms and Vocabulary:**
 - Dance Styles
 - Modern dance
 - Ballet
 - Tap
 - Jazz
 - Bollywood
 - Hip-hop
 - African Dance
 - Cultural Dance
- **Choreograph a dance piece that expresses who we are at ISAAC.**
- Create a Poem about ISAAC
- Distinguish our school community's dance styles.
- Create dances in groups

3. Key Terms and Vocabulary:

- Community
- School Community

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Daily Learning Objectives with *Do Now* Activities

Students will be able to...

- Compare different dance styles and their origins.
 - *Gallery Walk looking at photos of different dance styles.*
- Create and Combine 4 dance moves based on the shape of an object-
 - *Write in your dance journal: What do you think inspires choreographers?*
- Devise choreography based on a poem they write about themselves.*
 - *Listen to a piece of music. Write down in their dance journals any type of movement they might imagine as they listen.*
- Rehearse, critique, and modify the movement poem with a partner.
 - *Put your movement poem scoring guide in your dance journal.*
- Perform individual movement poems as a duet with your partner.
 - Review your Individual movement poem choreography.
- Distinguish, and discuss who is in our school community. Create words and movement that describe our school community. *
 - *What communities are represented in our school community?*
- Evaluate different dances that come from communities.
 - *Do you know of a dance style that comes from your community/culture?*
- Analyze what dance styles our students might embody.
 - *Consider what dance style resonates most with you.*
- Synthesize movement from places you are connected to into small group dance pieces.
 - *Practice your movement poem on your own.*
- Perform our dance pieces for each other.
 - *Think through the transitions from one poem to the next in the full dance piece.*
- Apply 5 elements of Dance to community dances.
 - Review 5 Elements of Dance.
- Critique the dance piece we have created and where changes may need to be made.
 - *Review "I like, I notice, I wonder" for commenting on our own work.*
- Perform the dance piece for another class and reflect on performing.
 - *How are you feeling about sharing the dance?*

Interdisciplinary Connection:

4. Social Studies: Community and culture
5. Music: Music styles
6. Math (Geometry): Lines, shapes, angles in movement
7. Theater: Storytelling through dance
8. ELA: Poetry

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on dance skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Photos of Dance styles
- Small group instruction
- Conferencing

EL Differentiated Instruction

- Word walls with visuals of dance vocabulary
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling of dance steps by teacher
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now (Warm-up/ Dance Journal Entries)
- Student discussions and responses
- Dance styles worksheet
- Accountable Talk Discussions
- Peer Collaboration Skills
- Object/ 4 movements choreography class assignment
- Words that describe our school community assignment
- Individual Word Poem (EU 1)
- Community Poem (EU 2)
- Completed individual movement (EU 1)
- Completed graphic organizers
- Homework
- Constructive responses to peer work
- Performance Task- “ISAAC Dance”(EU 1 & 2)
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Movement Poem (EU 1)
- School Community Dance (EU 1 & 2)

Unit Task

Unit Task Name: ISAAC Community Dance (s)

Description: In this task, students will employ dance skills and choreography methods to collaborate and create a performance that reflects our school community. Throughout the unit students will develop choreography skills that are reflective of personal expression. (EU 1). They will study different dance styles and will consider the expression of our school community. (EU 2) Students will combine the skills they have learned to create an original movement piece expressive of our school community. (EU 2)

Evaluation: Teamwork Rubric

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Unit Resources

Video Resources

- <https://newvictory.org/virtual-events/new-victory-dance-2020/> The New Victory Theater- Victory Dance 2020
- <https://www.youtube.com/watch?v=hLpiq1XrUh8-> History of Hip Hop Dance
- <https://www.youtube.com/watch?v=OC1NN7egCgs-> History of Street Dance
- <https://qcc.libguides.com/c.php?g=818979&p=6267812-> History of Dance Styles
- Photos of different dance styles.
- Dance Journals
- Box of objects
- Laptops
- Yoga Mats
- Smart Boards
- Google Slides/ Power Point Presentations
- Music
- Speakers