

# North America's Evolution Through Dance

THEME	CONTENT	ART
Who Are We?	CCSS.ELA-LITERACY.RH.9-10.3	DA:Cr1.1.IIIa MA:Cr1.1.IIIa

## KEY VOCABULARY

- Evolution

## PACING:

- 4-5 Days

## ASSESSMENT

### (Summative):

- Project Rubric

## ELEMENTS OF DANCE and MEDIA ARTS:

- Energy
- Time
- Point of View
- Framing
- Narrative
- Editing

## MATERIALS LIST

- Internet Access
- PowerPoint, iMovie, MovieMaker or other software

## LESSON OBJECTIVE

By the end of the lesson, students will have created a movie presentation which encompasses a theme for United States history, as told through the eyes of music and dance.

## ESSENTIAL QUESTIONS

In what ways have cultural values and social issues influenced new traditions/artistic expressions?

## 21st CENTURY SKILLS:

- |                     |                     |                          |              |
|---------------------|---------------------|--------------------------|--------------|
| ✓ Critical Thinking | ✓ Creative Thinking | ✓ Collaborating          | ✓ Initiative |
| ✓ Communicating     | ✓ Media Literacy    | ✓ Informational Literacy |              |
| ✓ Tech Literacy     | □ Flexibility       | □ Social Skills          |              |
| □ Leadership        | ✓ Productivity      |                          |              |

## CONTENT STANDARDS

### CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## ARTS STANDARDS

### DA:Cr1.1.IIIa

Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.

### MA:Cr1.1.IIIa

Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

### Warm-Up Options (10 Min)

10- Clay	14- Kinospheres	17- Spine
11- Vocabulary	15- Sitting Stretches	18- Standing Stretches
12- Energy	16- Sitting Stretches Upper	
13- Halfsies	Body	

## LESSON OVERVIEW

This lesson asks students to synthesize their knowledge of American History, while developing thematic ideas and concepts to illustrate concepts that have been developed sequentially or enhanced through earlier events in history. Students will then be asked to generate one presentation blending many sources of material to discover a way to express their artistic intent to illustrate themes of American history.

## ENGAGEMENT

### Dance Switch

Play music and ask the students to dance randomly. As they are dancing, call out different dance styles (ballroom, hip-hop, jazz, tap, ballet, disco, etc). If they don't know the style of dance, they need to improvise what they think it looks like.

Alternately, once students are dancing, randomly switch the music to various genres, styles and tempos. Ask kids to adjust what they feel is necessary based on the style of music they hear.

## STEP 1

### Evolution of Dance

Ask students to share their thoughts around the engagement activity. **Ask:** What kind of music/song style did you like best/ least and why? Engage them in a discussion about how dance has changed over the years, even since the time their parents were in school. Why do they think that is?

Show students the videos [Evolution of Dance](#) and [History of Dance in 4 minutes](#). After viewing, make a group chart that lists each of the decades, and the kind of dance that was shown in the video. In another column, ask students to list what major events were happening in the world at the time.

### Teacher-to-Teacher

Depending on the material and time periods you have covered with your class, you may want to limit the time periods this lesson will encompass, or purposefully focus it on a specific moment in time.

If you narrow the focus, there are many Evolution/History of Dance videos readily accessible on YouTube that may fit your purpose better than those listed here.

## STEP 1 continued

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While the videos both start in the 1920s, it would be beneficial to back the chart up and include time from the 1700s and 1800s, listing major events of each time period.

Have students simultaneously record this chart with you in a notebook as it will prove beneficial for them during the main activity.

## STEP 2

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### Thematic Word Splash

Take a few minutes to have students consider the time periods you have charted out. Ask them to add another column to their notes, and this time have them independently jot down one or two words that describe the theme of that era. (For example, words such as Freedom, Revolution, Growth, Change, Traditional, etc.) Ask them to consider if there are repeat words, or words that only happened because of those that came before it.

Replay the video again, pausing after each decade to see if the word they chose was exhibited in the dance of the era. What do they notice about the way the dances change, combined with the way the world was changing?

Ask students if they had to come up with *one* word to describe America's past, what would it be?

### Artful Thinking Routine (10 mins)

**Listening: Ten Times Two.** As a group, listen to the following piece of music: [Evolution of Music by Penatonix](#)

**\*\*For the following activity, you may want to play the whole thing through once, then start and stop it a second time to be able to have kids really listen in. Play the music only... don't show the accompanying video until the end of the activity.**

1. Listen to a piece of music quietly. Let your ears wander and take in as much as possible.
2. List 10 words or phrases about any aspect of what you hear.
3. Repeat Steps 1 & 2: Listen again and try to add 10 more words or phrases to your list.

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here: <http://pzartfulthinking.org/>

## Main Activity/Project

Students will now use what they know about American History and its themes to create one movie presentation that encompasses dance styles over the years with images and words showcasing their individual opinion of how historical events have influenced art over the years.

Students will use dance clips, still images and text to create their presentation.

Students may use the platform of their choice to create the movie, but it is suggested to use PowerPoint, iMovie, or MovieMaker. It will be important for students to create a storyboard for their presentation, to help steer their thinking in collecting images and dance clips to highlight their thematic choices. Embedded in their movie, students should also include text in some way to highlight their thinking and opinion. As every piece will be different, there is no one expectation and format for planning, but it should be completed and documented.

It is not necessary to have the evolution be sequential, if there is another order to the student's artistic intent that makes more sense.

The presentation should be a minimum of two minutes in length, encompassing many different elements. Students will also need to keep track of where they are finding their sources, and cite them at the end of the presentation.

**ESTIMATED TIME:** 3-4 days

## CLOSURE

### Reflection

Ask students if they think time really changes artistic expression. Engage in a short discussion about this, and then show them the video [Old Movie Stars Dance to Uptown Funk](#). After viewing, ask them the same question.

# TEACHER ASSESSMENT

THEME	CONTENT	ART
Who are we?	CCSS.ELA-LITERACY.RH.9-10.3	DA:Cr1.1.IIIa MA:Cr1.1.IIIa

	4	3	2	1
Social Studies Content	<ul style="list-style-type: none"> <li>Student work clearly analyzes a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>	<ul style="list-style-type: none"> <li>Student work analyzes a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>	<ul style="list-style-type: none"> <li>Student work partially analyzes a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>	<ul style="list-style-type: none"> <li>Student work exhibits little to no analysis a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>
Dance Content	<ul style="list-style-type: none"> <li>Student work strongly synthesizes content generated from stimulus material.</li> <li>The student experimented and took risks to discover a strong personal voice to clearly communicate artistic intent.</li> </ul>	<ul style="list-style-type: none"> <li>Student work synthesizes content generated from stimulus material.</li> <li>The student experimented and took risks to discover a personal voice to communicate artistic intent.</li> </ul>	<ul style="list-style-type: none"> <li>Student work partially synthesizes content generated from stimulus material.</li> <li>The student tried to take risks to discover a personal voice to communicate artistic intent, but it is not consistent.</li> </ul>	<ul style="list-style-type: none"> <li>Student work shows little to no synthesis of content generated from stimulus material.</li> <li>The student did not discover a personal voice to communicate artistic intent.</li> </ul>
Media Arts Content	<ul style="list-style-type: none"> <li>Student work clearly uses a variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>	<ul style="list-style-type: none"> <li>Student work uses a variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>	<ul style="list-style-type: none"> <li>Student work uses some variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>	<ul style="list-style-type: none"> <li>Student work uses little to no variety of methods to form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>
Product	<ul style="list-style-type: none"> <li>Student work is of the highest quality and care, with a large variety of music and dance styles</li> <li>Student work has a strong thematic connection exhibited throughout the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>Student work shows quality and care, with a variety of music and dance styles</li> <li>Student work has a thematic connection exhibited throughout the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>Student work has some quality, with a small variety of music and dance styles</li> <li>Student work has a weak thematic connection exhibited in the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Student work is poor quality, with a little to no variety of music and dance styles</li> <li>Student work has no thematic connection exhibited throughout the piece.</li> </ul>
Process	<ul style="list-style-type: none"> <li>Student work process was extremely thoughtful and planned out in a way that supported the artistic intent of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Student work process was thoughtful and planned out in a way that supported the artistic intent of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Student work process was minimal and inconsistently planned out in a way that supported the artistic intent of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Student work process was not planned out.</li> </ul>

# Student

## ASSESSMENT

	4	3	2	1
<b>Social Studies Content</b>	<ul style="list-style-type: none"> <li>My work clearly analyzes a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>	<ul style="list-style-type: none"> <li>My work analyzes a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>	<ul style="list-style-type: none"> <li>My work partially analyzes a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>	<ul style="list-style-type: none"> <li>My work exhibits little to no analysis a series of events and indicates whether earlier events caused later ones or simply preceded them.</li> </ul>
<b>Dance Content</b>	<ul style="list-style-type: none"> <li>My work strongly synthesizes content generated from stimulus material. I experimented and took risks to discover a strong personal voice to clearly communicate artistic intent.</li> </ul>	<ul style="list-style-type: none"> <li>My work synthesizes content generated from stimulus material.</li> <li>I experimented and took risks to discover a personal voice to communicate artistic intent.</li> </ul>	<ul style="list-style-type: none"> <li>My work partially synthesizes content generated from stimulus material.</li> <li>I tried to take risks to discover a personal voice to communicate artistic intent, but it is not consistent.</li> </ul>	<ul style="list-style-type: none"> <li>My work shows little to no synthesis of content generated from stimulus material.</li> <li>I did not discover a personal voice to communicate artistic intent.</li> </ul>
<b>Media Arts Content</b>	<ul style="list-style-type: none"> <li>My work clearly uses a variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>	<ul style="list-style-type: none"> <li>My work uses a variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>	<ul style="list-style-type: none"> <li>My work uses some variety of methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>	<ul style="list-style-type: none"> <li>My work uses little to no variety of methods to form original ideas, solutions, and innovations in media arts creation processes.</li> </ul>
<b>Product</b>	<ul style="list-style-type: none"> <li>My work is of the highest quality and care, with a large variety of music and dance styles</li> <li>My work has a strong thematic connection exhibited throughout the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>My work shows quality and care, with a variety of music and dance styles</li> <li>My work has a thematic connection exhibited throughout the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>My work has some quality, with a small variety of music and dance styles</li> <li>My work has a weak thematic connection exhibited in the piece.</li> </ul>	<ul style="list-style-type: none"> <li>My work is poor quality, with a little to no variety of music and dance styles</li> <li>My work has no thematic connection exhibited throughout the piece.</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>My work process was extremely thoughtful and planned out in a way that supported the artistic intent of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>My work process was thoughtful and planned out in a way that supported the artistic intent of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>My work process was minimal and inconsistently planned out in a way that supported the artistic intent of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>My work process was not planned out.</li> </ul>