

Political Dance

THEME	CONTENT	ART
What Are We Made Of?	CCSS.ELA-LITERACY.RH.11-12.9	DA:Re.7.1.III

KEY VOCABULARY

- Democracy
- Monarchy
- Communism
- Dictatorship

PACING: 3-4 days

ASSESSMENT (Summative)

- Rubric

ELEMENTS OF DANCE:

- Body
- Energy
- Time
- Space

MATERIALS LIST

- Access to video searching for dance segments from chosen countries
- Access to research materials for a chosen country

Lesson Objective

Students will be analyze and draw conclusions about world political systems by observing dance works from their chosen countries.

Essential Question

How is dance understood?

How does art reflect culture?

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.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Arts Standards

DA:Re.7.1.III

Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre- specific dance terminology

Warm-Up Options (10 Min)

24- 1, 2, 3 Echo M3
25- Animal Sounds
26- Chewing Words

27- Dynamics
28- Rhythms
29- Solfege

30- Stretching
31- Voice Shapes
32- Watch the Bell

LESSON OVERVIEW

In this lesson, students will be analyzing the political climate and structure of varying world countries by aligning the country's artistic dance representations through their political systems. Students will be asked to select a country and conduct research about its political system. They will then be asked to view and critique a dance work from the chosen country, through the political lens, explaining how the dance communicates the cultural values of the country and how effectively it aligns with the country's overall political system.

ENGAGEMENT

Dance Moves

Challenge students to create a short dance, consisting of three movements, that will exemplify and illustrate how they are currently feeling. Students should show their moves in isolation, and then blend them together in one choreographed segment. At the end of their piece, ask students to explain their choices. This explanation could also be done during the individual choices.

This will begin to have students start thinking about how dance and movement can symbolize thoughts and feelings.

As an alternative, do not have students describe their own choices, but have other students interpret the dance first, and see if it aligns with the student's intent.

STEP 1

Political Systems

Review the world's most common political systems with students:

- **DEMOCRACY/REPUBLIC** - citizens of a country exercise power by voting and electing representatives to governing bodies
- **MONARCHY** - the political system is based on the rulings of a single person, who generally arrives at the position of power through heredity
- **COMMUNISM** - a system in which all properties and resources are commonly owned and are available to all as needed, with no classes or ownership by individual citizens
- **DICTATORSHIP** - one ruler with absolute power, complete control and citizen's rights are suppressed.

Artful Thinking Routine (10 mins)

Creative Questions routine. Show students the dance piece, [FROM BEFORE](#), by Garth Fagan.

1. Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions: Why...? What are the reasons...? What if...? What is the purpose of...? How would it be different if...? Suppose that...? What if we knew...? What would change if...?
2. Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments. (If you have the time, you can discuss more than one question.)
3. Reflect: What new ideas do you have about the artwork or topic that you didn't have before?

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

STEP 2

Analyzing Dance

Analyzing dance for meaning may be new to many students. It is important to emphasize what is being looked at and that many of the questions that will be considered are similar to the analyzation of any piece of art or text.

Through an informal discussion, ask students some of the following questions with students, and show them the segment from Garth Fagan's [FROM BEFORE](#) again. This time, steer their thinking in a more targeted way towards the elements of dance.

- During the dance, what is the intention of each character? Were they outright with their intentions or more subtle?
- How is space used?
- What is the energy of the piece? Think about energy in comparison to the music.
- Is time a factor?
- Are there any symbolic references and or images during the scene?
- What are the dynamics of the scene? Who seems to be leading the dance? Is the leader consistent the whole time?
- What feelings and emotions does the dance scene evoke?
- What did you notice about the music? Did it play an important role in the scene? Did its dynamics change at all? If so, was that related to what was happening between characters?
- Was the dance well-rehearsed?
- What were the overall dynamics of the dance?
- Would the dynamics of the dance have been different with different characters/costumes/scenic elements?

Main Activity

Students will choose a country in the world, other than the United States and analyze its political structure through at least 3 sources. They may either choose the country they are interested in first and discover its political structure, or they may choose a political structure and then identify a country that aligns with it.

In order to not have all students working on the same country, tell students no more than three individuals may be working on the same country. Students researching the same country may consult each other, but overall the work should be their own.

After understanding the political structure of the country identified, students will go to YouTube and search for an authentic dance work. They will need to ensure that the piece they are chosen is being performed in the native country, and is authentic (i.e. not an American dance company performing another country's style of dance). Students will use the guiding questions to analyze the dance, through the eyes of the country's political stance.

Students will write a 1-2 page essay which integrates information from all sources used, and explains how the dance communicates their cultural values through aesthetics and movement of the dance viewed which answers the essential question, "How does art reflect culture?"

ESTIMATED TIME: 2-3 class periods

CLOSURE

Reflection

Ask students what dance style they feel best aligns with our country's current political climate and structure. If time allows, have them search for an example and share it with their peers.

TEACHER

ASSESSMENT

THEME

What Are We
Made Of?

CONTENT

CCSS.ELA-
LITERACY.RH.
11-12.9

ART

DA:Re.7.1.III

CRITICAL ESSAY RUBRIC

	4	3	2	1
KNOWLEDGE AND UNDERSTANDING	<p>The student demonstrates an excellent understanding of the political system and structure of their chosen country.</p> <p>The essay also exhibits a strong understanding of dance communication and uses genre-specific terminology.</p>	<p>The student demonstrates an understanding of the political system and structure of their chosen country.</p> <p>The essay also exhibits an understanding of dance analysis and uses appropriate terminology.</p>	<p>The student demonstrates a partial understanding of the political system and structure of their chosen country and/or of their chosen dance. It may have some specific terminology.</p>	<p>The student demonstrates minimal understanding of the political system and structure of their chosen country.</p> <p>Their essay has little to no correlation with the chosen dance and includes no specific terminology.</p>
INTERPRETATION	<p>The student chose works of art to analyze which allowed them to strongly defend a plausible critical analysis.</p>	<p>The student chose works of art to analyze which allowed them to defend a plausible critical analysis.</p>	<p>The student chose works of art to analyze which allowed them to partially defend a plausible critical analysis.</p>	<p>The student chose works of art to analyze which did not allow them to accurately defend a plausible critical analysis.</p>
SOURCES	<p>The student used multiple credible sources which were richly diverse and led to their coherent understanding of the political structure of the chosen country.</p>	<p>The student used credible sources which led to their understanding of the political structure of the chosen country.</p>	<p>The student used some credible sources which may have led to their understanding of the political structure of the chosen country. Sources were lacking in diversity.</p>	<p>The student did not use sources that were credible and / or diverse, or showed no use of sources at all. Any sources used did not lead to a solid understanding.</p>
QUALITY OF WRITTEN WORK	<p>Essay has the highest quality of work, has been corrected for mistakes and shows a high level of effort by the student in their writing.</p>	<p>Essay has high quality work. There are some errors that do not interfere with meaning. The student clearly put forth effort in their writing.</p>	<p>Essay has not been checked for errors, which may interfere with meaning. The quality of written work is minimal.</p>	<p>Essay has not been checked for errors and meaning is damaged as a result. The student put forth little to no effort in their writing.</p>
NOTES				

Essay

Your task: Write a 1-2 page essay which answers the question, "How does art reflect culture?", specifically looking through the lens of the political structure of your chosen country and dance. Before beginning your writing, be sure to identify the sources you have used for your analysis, as well as a link to the dance segment you are using. Be sure you have used the questioning guidelines to help you with your conclusions.

Your country _____ Political System _____

Source #1 _____

Source #2 _____

Source #3 _____

Dance chosen and analyzed: _____

HOW DOES ART REFLECT CULTURE?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Questioning Guidelines

What country have you chosen? _____

What is their political system, and what evidence do you have for that?

Use the following set of questions to help guide your discussions to analyze the **dance** you have selected from your country:

- During the dance, what is the intention of each character? Were they outright with their intentions or more subtle?
- How is space used?
- What is the energy of the piece? Think about energy in comparison to the music.
- Is time a factor?
- Are there any symbolic references and or images during the scene?
- What are the dynamics of the scene? Who seems to be leading the dance? Is the leader consistent the whole time?
- What feelings and emotions does the dance scene evoke?
- What did you notice about the music? Did it play an important role in the scene? Did its dynamics change at all? If so, was that related to what was happening between characters?
- Was the dance well-rehearsed?
- What did you notice about the clothing, or other scenic elements that impacted the scene?
- What were the overall dynamics of the dance?
- Would the dynamics of the dance have been different with different characters?