



ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Dance



Dance Culture Research Project HS Advanced

This lesson plan should help students make connections to a variety of dance genres and understand the cultural context of these dances.

Lesson Objectives	Student Friendly Standard Learning Statement(s): • I am learning to research an aspect of the cultural, social, or historical development of a dance genre or style and/or the dance elements. • I am learning to discuss how these findings reinforced or changed personal and collective views and understandings. • I am learning to apply the findings to a project. • I am learning to document the process of investigation and application.
Arts Standards	Artistic Process: Performing Anchor Standard 5: Develop and refine artistic techniques and work for presentation (DA.HSAdv.Pr5.c) - Perform complex movement sequences and choreography integrating somatic practices and movement principles. Artistic Process: Responding Anchor Standard 7: Perceive and analyze artistic work (DA.HSAdv.Re7.b) - Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology. Artistic Process: Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art • (DA.HSAdv.Cn10.b) - Collaborate to research and compare multiple aspects of the cross-cultural, social or historical development and/or dance elements of two or more dance genres or styles. Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project and document the process of investigation and application.
Essential Questions	<i>What must a dancer do to prepare the mind and body for artistic expression?</i> <i>How is dance understood?</i> <i>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</i>
Vocabulary Source: NCCAS Glossary	Aesthetic: A set of principles concerned with the nature and appreciation of beauty Cultural movement practice: Physical movements of a dance that are associated with a particular country, community, or people Dance terminology: Vocabulary used to describe dance and dance experiences (see NCCAS Glossary for Genre-specific dance terminology for grades 6+) Genre: A category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices) Style: Dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, Graham technique is a style of Modern Dance; rhythm tap is a style of Percussive Dance; Macedonian folk dance is a style of International Folk dance; Congolese dance is a style of African Dance)

Lesson Procedure

Duration:
2-3 weeks

1. **Select partners.**
Partners may be selected by teacher or by students, but partners must work well with others, and both partners must make equal contributions.
2. **Select a research topic**
With your partner, choose from the list below or get approval from your instructor for another topic of your choice. Email your 1st, 2nd, and 3rd choice of topic request to your instructor. Final topic assignments will be decided on a first come, first served basis. If you do not email, your topic will be selected for you.

Country Line Dancing	Irish Jig	Merengue
Popping & Locking	Tinikling	Cha Cha
Ballet	Capoeira	Samba
Modern	Hopak	Bachata
Contemporary	Argentine Tango	Sufi Whirling
African Jazz	Japanese Kabuki	Kpanlogo (Ghana)
Latin Jazz	Wacking	Cumbia
Musical Theatre Jazz	Flamenco	Electric Boogaloo
Lyrical	Vogue	Tutting
Krump	House Dance	Hip Hop
Irish Step Dancing	Paso Doble	Break Dancing
Disco	Jive	Bollywood
Swing	Belly Dancing	Chinese Dragon Dance
Haka	Bhangra	Zaouli Mask Dance (Ivory Coast)
Adumu Aigus [™] Kenya & Tanzania		
3. **Research your topic using the *Dance Culture Research Project Guiding Questions* doc**
Answer all questions before moving on to step 4. Please share the SAME document with everyone in the group so that you can all work from the same document and use this as a place to collaborate. Use reliable sources and keep track of your sources as you do your research.
4. **Create a visual representation of your research to present to the class**
You can choose the format of your visual presentation, e.g., Slides, Canva, video. Presentations must be between 6-9 minutes long and must include information from each question on the Guiding Questions doc and at least 2 video examples. They should be well organized, visually appealing, and grammatically correct. Include a works cited slide.
5. **Prepare a performance**
Learn 30-60 seconds of a dance in the style that you studied. This could be the exact choreography if the dance is the same every time OR it could be one version of the choreography from a video or tutorial you found. Be sure to include works cited information for any videos you referenced to learn the dance. Enrichment opportunity: Choreograph a 30-60 second dance in the style of the dance you studied, including key elements of the style. Song choice must be school appropriate and aligned with the dance style.
6. **Present**
Each presentation should be approximately 7-10 min, including visual components from step 4, - slides, videos, verbal presentation of information - and the performance component from step 5. These are not meant to be overly formal presentations; you are just sharing what you have learned with the rest of your classmates. Don't feel pressured to have a perfectly crafted/scripted presentation. Just talk about what you found during your research. If you miss anything, I will help you out. When you are not presenting, please be respectful audience members and engage with others' presentations.

Checking for understanding: Throughout the project, check in with students and check progress. It may be helpful to provide students with a timeline for approximately when they should be finished with each step along the way to their final due date.

End of Lesson: Plan around 10 min. for each student/partnership to present in class to the rest of their classmates. Be prepared to project/show their visual presentation and have a performance space for them to perform their dance. You may use the following rubric to grade students' final presentations. Help facilitate questions, discussion, and conversation throughout and at the end of all presentations.

Assessment

Component	Standard	4 Highly Proficient	3 Proficient	2 Approaching Proficiency	1 Emerging Proficiency	0 No Evidence	Points
Performance	DA.HSAdv.Pr5. Perform complex movement sequences and choreography integrating somatic practices and movement principles.	30-60 sec of dance is performed accurately and respectfully	At least 30 seconds of dance is performed.	Some of dance is performed.	Short section of dance is performed.	Did not perform dance	
Presentation	DA.HSAdv.Re7.b Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices . Use genre-specific dance terminology .	Presentation includes details and information that fully addresses all components of the guiding questions document.	Presentation includes details and information that address almost all components of the guiding questions document.	Presentation includes details and information that address some components of the guiding questions document.	Presentation includes some information about the topic.	Did not present information	
Research	DA.HSAdv.Cn10.b Collaborate to research and compare multiple aspects of the cross-cultural, social or historical development and/or dance elements of two or more dance genres or styles . Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project and document the process of investigation and application.	Guiding questions document was completed and correct. All sources were properly cited.	Guiding questions document was completed and some sources were cited.	Guiding questions document was partially completed and some sources were cited.	Guiding questions document was partially completed. No sources were cited.	Did not complete guiding questions document or cite sources.	
						Total	

Resources

Dance Culture Research Project Guiding Questions document (p. 5 of this lesson plan)

**Related
Standards**

Dance

- DA.HSAdv.Re8.a Analyze and interpret how the components of dance contribute to **artistic expression** across different **genres, styles, or cultural movement practices**. Provide evidence of your findings. Use **genre** specific **dance terminology**.
- DA.HSAdv.Cn11.a Integrate developed **dance literacy** skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

English Language Arts – Gr. 9-10

- W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
- SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts – Gr. 11-12

- W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies
- SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.
- SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.
- SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

History & Social Science

- HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.
- HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.
- HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.
- HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.
- HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.
- HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.



Dance Culture Research Project Guiding Questions

Directions: Please answer these questions for the topic you chose using reliable, accurate, and authentic resources. As you research please be sure to keep track of your works cited! I have included a place for that below. You can use your school library databases as a great place to start your research.

Questions:

1. When and where did this dance style start? This can be approximate.
2. Is this dance style still practiced/performed today?
3. Where was/is this dance style most practiced/performed? At an event? On stage?
4. Who (which group or groups of people) could/can practice/perform this dance style? Historically? In modern times? (sometimes dances could originally be performed by specific groups of people.)
5. What purpose did this dance serve? Artistic, social, performative, exercise, religious, etc.?
6. How is this dance passed on? How would someone learn this dance?
7. How did/does this dance *reflect* the culture it originated from?
8. How does/did this dance *impact* the culture it originated from?
9. What are some of the key elements of the dance? (describe the steps or the style of the dance)
10. What is something that you found interesting or cool? This IS required ;)
11. Find 2 video examples of this dance and put the links here. Please try to find videos that are as authentically accurate and culturally sensitive as possible.
 - a. _
 - b. _

Works Cited:

(You should have AT LEAST 3 sources)

- a.
- b.
- c.