

	<h2 style="margin: 0;">Dance Culture Research Project</h2> <h3 style="margin: 0;">9-12 Advanced</h3> <p style="margin: 0;"><i>This lesson plan should help students make connections to a variety of dance genres and understand the cultural context of these dances.</i></p>
<p><b>Lesson Objective(s):</b></p>	<p><b>Student Friendly Standard Learning statement(s):</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● I am learning to discuss how these findings reinforced or changed personal and collective views and understandings.</li> <li>● I am learning to apply the findings to a project.</li> <li>● I am learning to document the process of investigation and application.</li> </ul>
<p><b>Arts Standard(s):</b></p>	<p><b>Artistic Process - Performing</b>  <b>Anchor Standard # 5</b> – Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>○ (DA.PR.5.HS3c) - Perform complex movement sequences and choreography integrating somatic practices and movement principles.</li> </ul> <p><b>Artistic Process - Responding</b>  <b>Anchor Standard # 7</b> – Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>○ (DA.RE.7.HS3b) - Provide evidence on how dance communicates <b>aesthetic</b> and cultural values in a variety of <b>genres, styles, or cultural movement practices</b>. Use <b>genre specific dance terminology</b>.</li> </ul> <p><b>Anchor Standard # 8</b> – Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>○ DA.RE.8.HS3a Analyze and interpret how the components of dance contribute to <b>artistic expression</b> across different <b>genres, styles, or cultural movement practices</b>. Provide evidence of your findings. Use <b>genre specific dance terminology</b>.</li> </ul> <p><b>Artistic Process - Connecting</b>  <b>Anchor Standard # 10</b> – Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>○ (DA.CN.10.HS1b) - Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.</li> </ul> <p><b>Anchor Standard # 11</b> – Relate artistic ideas and works with societal, cultural, and historical context to deepen their understanding.</p> <ul style="list-style-type: none"> <li>○ (DA.CN.11.HS3a) - 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.</li> </ul>
<p><b>Essential Question(s):</b></p>	<p><i>What must a dancer do to prepare the mind and body for artistic expression?</i>  <i>How is a dance understood?</i>  <i>How is dance interpreted?</i>  <i>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</i></p>

*How does knowing about societal, cultural, historical and community experiences expand dance literacy?*

**Vocabulary:** **Culture:** *all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation*

**Lesson Procedure:**  
*(Approx. Duration: 2-3 Weeks)*

Student Project Playlist  
 (each step must be completed in order)

**Step 1: Decide how you will work.** Once you have decided, please let your instructor know which option you have selected. If you have selected option 2, please tell your instructor who you will be working with. Once you have decided you may NOT change your selection, unless there are unforeseen circumstances.



<p><b>Option 1: Work Individually-</b> This is a great option if you are motivated and work well by yourself. You are responsible for all the work, but you get to make all of your own choices.</p>	<p><b>Option 2: Work with a Partner-</b> This is a great option if you work well with others and you have someone you can trust to work with. You both must be making equal contributions to the work. Please choose people you work well with. If you would like to work with others, but are not sure who, please reach out to me and I can help you find a partner or group.</p>
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**Step 2:** Once you have decided how you will work, **choose your topic** (one topic per partnership if you are working in partners.) To select your topic please choose one from the list below or get approval from your instructor for another topic of your choice. You CANNOT choose the same topic as another individual/partnership. Final topic assignments will be decided on a first come, first served basis. For your topic selection to be considered please email your 1st, 2nd, and 3rd choice of topic request to your instructor If you do not email, your topic request will be moved to the end of the line!

**Some Topics to Consider:**

Country Line Dancing Popping & Locking Ballet Modern Contemporary African Jazz Latin Jazz Musical Theatre Jazz Lyrical Krump Irish Step Dancing Disco Swing Adumu "Aigus" (Kenya & Tanzania) Zaouli Mask Dance (Ivory Coast)	Irish Jig Tinikling Capoeira Hopak Argentine Tango Japanese Kabuki Wacking Flamenco Vogue House Dance Paso Doble Jive Chinese Dragon Dance Belly Dancing	Merengue Cha Cha Samba Bachata Sufi Whirling Kpanlogo (Ghana) Cumbia Electric Boogaloo Tutting Hip Hop Break Dancing Bollywood Bhangra Haka
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**Step 3:** Research your topic using the "Guiding Questions" Document. You will not be required to turn in this document, but you must be able to answer all questions before moving on to step 4.

There are some resources below for accessing more reliable sources available from our Library. Please remember to make sure you are keeping track of your Bibliography as you do your research.



Resources:

[Formatting Works Cited in a Google Doc](#)

[Video for how to Format Works Cited in a Google Doc](#)

Follow this link to access the → ["Research Questions Document"](#)

\*\*\*If you are working with partners: 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.\*\*\*

**Step 4:** You will need to create a **visual representation** of the information you researched that you will present to the whole class. You can choose the format of your visual presentation. It could be a slideshow prezzi, canva, video, etc. Your presentation must include information about each of the questions on the question document and at least 2 video examples. It should be well organized, visually appealing, and grammatically correct. Be sure to include a works cited slide.



Google Slides



Prezi

**Step 5:** For this step, you can choose one of two options. Which option you choose will depend on your dance topic and your comfort level with choreography. The choice is entirely up to you. You will perform your dance live during your presentation. If you are working with a partner, you must both perform.



**Option 1:** Choreograph a 30 second- 1 minute dance in the style of the dance you studied. Your choreography should contain key elements of the style and movements of the dance you studied. Your song choice should be school appropriate and also fit the style of the dance you studied.

**Option 2:** Learn 30 seconds- 1 minute of the dance 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.

Step 6: Your final presentation will be presented during our scheduled class time.



Here are some guidelines for our Live Presentations:

- We will begin with volunteers, then randomly select after.
- Each presentation should be approximately 7-10 min. This is not about making it an exact length of time, but should cover all the information required.
- Presentations should include a visual component from step 4 including videos, a verbal explanation of information, and a dance 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 out. If you miss anything, I will help you out.
- When you are not presenting, please be respectful audience members and engage with others' presentations.

**Assessments:**

**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 student's final presentations. Help facilitate questions, discussion, and conversation throughout and at the end of all presentations.

**Unit assessment (if applicable):**

Rubric

Criteria	Standard/s	No Evidence (0 points)	Emerging Proficiency (1 point)	Approaching Proficiency (2 points)	Proficient (3 points)	Highly Proficient (4 points)	Total
Performance	DA.PR.5.HS3c Perform complex movement sequences and choreography integrating somatic practices and movement principles.	Did not perform dance	Short section of dance is performed.	Some of dance is performed.	At least 30 seconds of dance is performed.	30 sec- 1 min. Of dance is performed well and respectfully	__X2= ___/8 points
Visual &	DA.RE.7.HS3b Provide	Did not	Visual &	Visual &	Visual &	Visual &	__X3= __

Verbal Presentation	evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.  DA.RE.8.HS3a 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.CN.10.HS1b Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.	present information	verbal presentation includes some information about the dance.	verbal presentation includes details and information that address some of the components of the guiding questions document.	verbal presentation includes details and information that address almost all components of the guiding questions document.	verbal presentation includes details and information that fully address all components of the guiding questions document.	/12 points	
	Works Cited	DA.CN.11.HS3a 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.	Did not create works cited.	Includes sources used.	Somewhat complete and correct MLA 8 formatted works cited.	Mostly complete and correct MLA 8 formatted works cited.	Complete and correct MLA 8 formatted works cited.	__ X1 = __ /4 points
	Comments/Notes:						Total ___ / 24 points	

**Related Standards/ Competencies:**

- **SEL Competencies: Social Awareness**
  - Core Competencies: Perspective taking, Empathy, Respect for diversity, Understanding social/ethical norms , Recognizing family, school and community supports
- **9-10th Grade ELA Standards**
  - 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.
  - 9-10.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.
  - 9-10.SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
  - 9-10.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.

- 9-10.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.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.
- 11-12th Grade ELA Standards
  - 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.
  - 11-12.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.
  - 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 11-12.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
  - 11-12.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.
  - 11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.
  - 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
  - 11-12.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.
- High School History & Social Science Standards
  - 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.

	<ul style="list-style-type: none"><li>○ 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.</li><li>○ HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.</li><li>○ HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li><li>○ HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</li><li>● High School Foreign Language Competencies<ul style="list-style-type: none"><li>○ Cultural.Culture.Novie. Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, traditions).</li></ul></li></ul>
<b>Resources:</b>	<ul style="list-style-type: none"><li>● <a href="#">"Research Questions Document"</a></li><li>● <a href="#">Formatting Works Cited in a Google Doc</a></li><li>● <a href="#">Video for how to Format Works Cited in a Google Doc</a></li></ul>