## Instructional Unit Title: Researching History, Making a Dance

Dance High School

## **Extended Pathway**

As an introduction, the teacher may facilitate a discussion about a cultural dance form and relating historic events (e.g. Bhangra/Punjabi region India), so that students can begin to understand technical dance vocabulary with regard to a culture.



The teacher may demonstrate a choreographic representation of a cultural dance style (e.g. Bhangra/Punjabi region India), so that students may embody the movement that is inherent in a traditional form.



The teacher may present videos representing the evolution of a traditional dance form (such as African Maasai), so that students may begin to analyze by comparing and contrasting the origins of a dance form to the contemporary construct of that dance form.



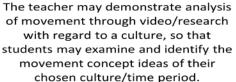
The teacher may demonstrate a choreographic representation of a cultural dance style (such as African Maasai), so that students may embody the movement that is inherent in a traditional form and begin to feel how the choice of music is interconnected.



The teacher may model a quality collaborative process, so that students may work in small groups to select music, costume, compose, rehearse, and perform a choreographic representation of a cultural dance form.



The teacher may revisit the technical dance vocabulary, so that students may successfully communicate movement concept ideas as they teach small groups of classmates short movement phrases based on the chosen cultural style.





The teacher may provide a list of 10-15 cultures, so that students may select one and research major political, social, and economic events from the origin time period to the present time and write about them.



The teacher may coordinate time for in-class showings of choreographic process, so that students may receive and utilize written/verbal feedback from teacher and peers.



The teacher may present examples of program notes, so that students may write descriptions of their work utilizing technical language for use in a playbill.



PERFORMANCE ASSESSMENT: You have been invited to choreograph a dance that represents a specific culture (such as Bhangra from the Punjabi region in India) at a local cultural festival. This dance will be performed in front of an estimated audience of 2,500 festival participants so that they may get a feeling for and understanding of the dance style of that culture. These audience members will be filling out surveys to help the festival planners understand how well you engaged the audience and helped them form an understanding for this cultural dance form.

(There are 2 student roles here: the choreographer is performing and the audience member is reflecting – all students will take turns playing each role)

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.