Grades 9-12, Dance

Standards:

CA CCSS Writing Standards for Literacy in Science and Technical Subject (WHST)
11.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Grades 9-12
VAPA, Dance, Aesthetic Valuing, Advanced
4.4: Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women.).

Lesson Idea:

Students become familiar with the way a dance work may change due to social or cultural influences impacting the interpretation of the dance. Students research a specific dance work of their choice that has changed due to historical or cultural influences. Students use the research compiled, including video, audio and other secondary or primary sources, to produce an article for publication on the school’s Dance blog. The article should include links to video sources to illustrate the information or support their claims.

Students share a draft of their written piece to elicit feedback from peers and dance historians prior to publication. Students rewrite, revise or take a new approach in response to suggestions and ideas provided by the feedback.

Students publish the final article on the blog and continue to post responses to ongoing feedback.