Grades 6-8, Dance

Standards:

CA CCSS Writing Standards for Literacy in Science and Technical Subject (WHST)
8.1: Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the
      claim(s) from alternate or opposing claims, and organize the reasons and
      evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence
      that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships
      among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the
      argument presented.

Grade 8
VAPA, Dance, Aesthetic Valuing
4.3: Describe and analyze how differences in costumes, lighting, props, and venues
      can enhance or detract from the meaning of a dance.

Lesson Idea:

Students write an argument on how one of the following: costumes, lighting, props or
venues can enhance or detract from the meaning of a dance. Students will select one of
the categories listed, and take a stance. Students will introduce their claim, support the
claim with data, evidence, and use dance-specific vocabulary, images, and or technical
symbols to support their claim. Evidence to support their claims should include primary
and secondary source references such as video, attending performances and/or
making drawings based on past dance concert experiences, or written dance critiques
to provide evidence in support of their claim. The written piece will build a coherent case
through scaffolding sub-claims based on the evidence and end with a concluding
statement.