Lesson Lab Series 2018-19

Incorporating Dance History Into Your Curriculum

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Agenda:

15 minutes  Sign In / Refreshments / Icebreaker / Do Now
5 minutes   Welcome / Introduction / Objectives
5 minutes   Connections to the Illinois Learning Standards in Dance
            Connections to the CPS Framework for Teaching
20 minutes  Dance History at the Primary Level
20 minutes  Dance History at the Intermediate Level
20 minutes  Dance History in Middle School
10 minutes  How to Select the Dancers/Choreographers for Your Curriculum
15 minutes  Planning / Brainstorming
10 minutes  Share-out / Q&A
DO NOW:

Who is your favorite dancer, past or present?

What is it about that artist that you love?

<table>
<thead>
<tr>
<th>Illinois Arts Learning Standards</th>
<th>Artistic Processes and Anchor Standards</th>
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<tr>
<td><strong>Artistic Processes</strong></td>
<td><strong>Anchor Standards</strong></td>
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<tr>
<td><strong>Creating:</strong></td>
<td>Students will:</td>
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<tr>
<td>Definition: Conceiving and developing new artistic ideas and work.</td>
<td>1. Generate and conceptualize artistic ideas and work.</td>
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<td>2. Organize and develop artistic ideas and work.</td>
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<td>3. Refine and complete artistic work.</td>
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<td><strong>Performing/Presenting/Producing:</strong></td>
<td>Students will:</td>
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<td><strong>Performing:</strong></td>
<td>4. Select, analyze, and interpret artistic work for presentation.</td>
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<tr>
<td><strong>Presenting:</strong></td>
<td>5. Develop and refine artistic techniques and work for presentation.</td>
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<td><strong>Producing:</strong></td>
<td>6. Convey meaning through the presentation of artistic work.</td>
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<tr>
<td>Definition: Realizing artistic ideas and work through interpretation and presentation.</td>
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<tr>
<td>Interpreting and sharing artistic work.</td>
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<tr>
<td>Realizing and presenting artistic ideas and work.</td>
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<td><strong>Responding:</strong></td>
<td>Students will:</td>
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<tr>
<td>Definition: Understanding and evaluating how the arts convey meaning.</td>
<td>7. Perceive and analyze artistic work.</td>
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<td>8. Interpret intent and meaning in artistic work.</td>
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<td>9. Apply criteria to evaluate artistic work.</td>
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<td><strong>Connecting:</strong></td>
<td>Students will:</td>
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<tr>
<td>Definition: Relating artistic ideas and work with personal meaning and external context.</td>
<td>10. Synthesize and relate knowledge and personal experiences to make art.</td>
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<tr>
<td>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</td>
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Dance History at the Primary Level:

➔ Connect to the elements of dance: body, space, time and energy.
➔ Use picture books and video when possible.
➔ Incorporate the use of props or other manipulatives to make the experience kinesthetic.
➔ Keep the information concise and easy to understand.
➔ Consider the diversity of your student population.

Notes:
Dance History at the Intermediate Level:

➔ Connect to dance techniques and styles in your curriculum.
➔ Find ways that your students can make personal connections to the artist, such as:
   ◆ Where they are from, cultural background, languages spoken.
   ◆ Did the artist have any personal struggles they had to overcome?
➔ Decide how in-depth you want the artist study to be:
   ◆ The focus of the entire unit?
   ◆ A variety of artists from the same technique? Same time period?
   ◆ A way to enhance an existing unit?
   ◆ Could each homeroom study a different artist in the same genre?
➔ Incorporate student choreography / dance composition in the artist’s style or teach students an excerpt of the artist’s work.
➔ Over the course of the unit or school year, introduce artists from a variety of cultural backgrounds and/or time periods.

Notes:
Dance History in Middle School:
➔ Focus on dance technique and have your class learn a specific technique of a specific artist, such as Limon technique, Luigi jazz style, Cichetti ballet, etc.
➔ Could include a research component (articles, books, videos, internet).
➔ Students could complete a dance history project.
➔ Dance composition in the style of the artist.

Notes:
Other Considerations:

➢ If YOU are excited about the dance artist, your students will be too!

➢ Could make interdisciplinary connections:
  ○ Dances of Ancient Peoples can connect with social studies.
  ▪ African American
  ▪ Hispanic Heritage
  ▪ Women’s History
  ○ Connect to Various “History Month” Celebrations.
  ▪ Study Lester Horton and connect to geometry.
  ○ Dances of Specific Time Periods in American History.
    ▪ Swing Dance, Jitterbug, Lindy Hop
    ▪ Dances of the Roaring 20’s
    ▪ Fad Dances of the 60’s, 70’s, 80’s, 90’s and Today
  ○ Story Ballets connect with Fairy Tale and Folk Tale units.
  ○ Make Musical Theatre connections and collaborate with music and/or drama teachers.
  ○ Visual Art Connections
    ▪ Degas and ballet
    ▪ Merce Cunningham and Andy Warhol, Jasper Johns, etc.

➢ Chicago has a rich history of dance that can be incorporated with any genre of study!

➢ Consider incorporating a field trip to a live performance!
**Planning Worksheet**

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<tr>
<th>Grade Level:</th>
<th>Dance Artist:</th>
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**Enduring Understandings:**
What information do you want students to walk away from this lesson/unit with? Why did you choose this dance artist?

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<th>Resources Needed:</th>
<th>Activities:</th>
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**Planning**

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