

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*?

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

Framework for Teaching Connections:

1a: Demonstrating Knowledge of Content and Pedagogy

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

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:



Planning Worksheet

Grade Level:

Dance Artist:

Enduring Understandings:

What information do you want students to walk away from this lesson/unit with?
Why did you choose this dance artist?

Resources Needed:

Activities:

