

Content: Dance	Class/Level: Dance 1
Lesson: Cultural and Artistic Expression	Time Frame: 10 or so days

Utah Core Standard(s):	Learning Targets <i>Students will be able to...</i>
Strand(s): Respond Standard(s): L1.D.R.3, L1.D.R.4, L1.D.R.5	<ul style="list-style-type: none"> - Demonstrate and explain a variety of different cultural dance forms and identify with their own. - Use artistic criteria to determine what makes an effective performance. - Analyze artistic expression and discuss insights.

Resources

[Basic Salsa Step Video](#)
[Gwara Gwara Step Video](#)
[Belly Dance Hip Lift Step Video](#)
[Breakdancing Steps Video](#)
[Kpop Steps Video](#)
[Simple Indian Dance Steps Video](#)
[Basic Tap Steps Video](#)
[Basic Hula Steps Video](#)
[Simple Tutting Video](#)
[Kick the Dust Up Line Dance Video](#)
[What makes a good dance performance Short Article](#)
[Dance Magazine What makes a good performance Article](#)
[Nicholas Brothers Dance](#)
[German Folk Dance](#)
[Thousand Hand Chinese Dance](#)
[Igbo Ikorodo Dance](#)
[Hip Hop Royal Family Dance](#)
[Zurcaroh Dance](#)
[MLA Formating](#)
[Journal](#)

Student Pre Assessment

[Pre Assessment Link](#)

Learning Activity
Building Understanding

Students will explore a variety of cultural dances and identify with their own.

Teacher Actions	Student Actions
Have the students watch and follow each cultural dance video (1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10) (some are more challenging than others). Have them take notes on what it was like to follow each one in their journal . Then have students identify with their own cultural dance and create a 30 sec dance showcasing it (can be done alone or with family or friends). Have them submit the video for review.	Watch and follow each cultural dance video, take notes on each one in your journal. Identify with your own cultural dance. If nothing comes to mind right away, think deep, this could be a dance that your family practices, something you do with friends, something you did when you were a kid, or even just something that interests you. Then create a 30 sec dance in the form, record and submit for review. This can be done alone or with family or friends.

Learning Activities
Student Practice

Students will determine what makes a good dance performance.

Teacher Actions	Student Actions
Have students read the two articles on what makes a good dance performance (1 , 2) and take notes in their journal . Have them watch each dance performance (1 , 2 , 3 , 4 , 5) and use artistic criteria to determine why or why not the following are great dance performances. Have them consider their own cultural standard and why or why not they feel that way. Have them enter notes on each one in their journal and submit for review.	Read the two articles on what makes a good dance performance and take notes in your journal. Watch each dance performance and use artistic criteria to determine why or why not the following are great dance performances. Consider your own cultural standard and why or why not you feel that way. Enter the notes in your journal and submit for review.

Learning Activity
Student Project

Analyze artistic expression and discuss insights on dance performance in a dance review paper.

Teacher Actions	Student Actions
Have students watch the Zurcaroh Dance performance, take notes and possibly make a bubble sheet to help them organize their thoughts on what makes this dance an insightful performance and why it is considered artistic expression. They will then write a 1-2 page review on this dance providing discussion on why or why not they think this was an effective performance of artistic expression in MLA format . Have them submit for review.	Watch the Zucaroh dance performance. Take notes, use a bubble sheet, watch it many times. Determine why or why not this is an effective dance performance of artistic expression. Write a 1-2 page review paper on your findings in MLA format . Submit for review.

Project Assessment/Rubric

1 Below Proficient	2 Approaching Proficient	3 Proficient	4 Highly Proficient
Student struggles to demonstrate and explain a variety of cultural differences in dance and identify with their own cultural dance. Student struggles to determine what an effective performance is and analyze artistic intent.	Student has developed some skills to demonstrate and explain a variety of cultural differences in dance and identify with their own cultural dance. Student has developed some skills to determine what an effective performance is and analyze artistic intent.	Student has accomplished the skills to demonstrate and explain a variety of cultural differences in dance and identify with their own cultural dance. Student has accomplished the skills to determine what an effective performance is and analyze artistic intent.	Student excels at demonstrating and explaining a variety of cultural differences in dance and identify with their own cultural dance. Student excels at determining what an effective performance is and analyzing artistic intent.

Student Post Assessment

[Post Assessment Link](#)

Teacher Reflections

Accommodations/Differentiation

Teacher Feedback

