

<b>Content:</b> Dance	<b>Class/Level:</b> Dance 3
<b>Lesson:</b> Dance then and now: Connection to Aesthetic, Cultural, and Societal Values	<b>Time Frame:</b> 3 weeks

<b>Utah Core Standard(s):</b>	<b>Learning Targets</b> <i>Students will be able to...</i>
Strand(s): Respond Standard(s): L3.D.R.2, L3.D.R.5	<ul style="list-style-type: none"> <li>- Explain how the elements are used in a range of styles, genres, and cultures</li> <li>- Discuss how dance communicates aesthetic and cultural values.</li> <li>- Consider societal values and justifications.</li> </ul>

### Resources

Then Videos:

[Martha Graham Appalacian Spring](#)

[Martha Graham Lamentation](#)

[Martha on Technique](#)

[The Green Table](#)

[About Merce Cunningham](#)

[Merce Cunningham Xover](#)

[About Paul Taylor](#)

[Paul Taylor Promethean Fire](#)

[About Bob Fosse](#)

[Bob Fosse Rich Man's Frug](#)

[Pina Baush](#)

Then and Now Videos:

[Pina Baush Vollmond](#)

[Mark Morris Dido...](#)

[Elizabeth Streb Voices](#)

[Baryshnikov and Tharp](#)

[William Forsythe](#)

Now Videos:

[Misty Copeland](#)

[Crystal Pite](#)

[Ohad Naharin](#)

**Student Pre Assessment**

[Pre Assessment Link](#)

**Learning Activity**  
**Building Understanding**

Students will analyze the elements of dance in relation to dance history/pioneer examples.

Teacher Actions	Student Actions
<p>Have the students watch the following videos:</p> <p><a href="#">Martha Graham Appalacian Spring</a></p> <p><a href="#">Martha Graham Lamentation</a></p> <p><a href="#">Martha on Technique</a></p> <p><a href="#">The Green Table</a></p> <p><a href="#">About Merce Cunningham</a></p> <p><a href="#">Merce Cunningham Xover</a></p> <p><a href="#">About Paul Taylor</a></p> <p><a href="#">Paul Taylor Promethean Fire</a></p> <p><a href="#">About Bob Fosse</a></p> <p><a href="#">Bob Fosse Rich Man's Frug</a></p> <p><a href="#">Pina Baush</a></p> <p>Then write a one to two page paper based on what they saw in relation to the elements of dance; how they were used, what choreographers leaned heavily on one or all of them, and include personal perception and opinion of these pioneers in this paper. Have them write in <a href="#">MLA</a> format.</p>	<p>Watch the dance history/pioneer videos and write a 1-2 page MLA essay based on how the choreographers used the elements of dance. Submit.</p>
<b>Learning Activities</b> <b>Student Practice</b>	

Students will discuss how dance communicates aesthetic and cultural values.

Teacher Actions	Student Actions
<p>Have the students watch the following historical/current dance videos:</p> <p><a href="#">Pina Baush Vollmond</a></p> <p><a href="#">Mark Morris Dido...</a></p> <p><a href="#">Elizabeth Streb Voices</a></p> <p><a href="#">Baryshnikov and Tharp</a></p> <p><a href="#">William Forsythe</a></p> <p>Have them enter their thoughts about how these choreographers communicated aesthetic and cultural values in their dances in a canvas discussion.</p>	<p>Watch the historical/current videos. Respond in the canvas discussion about how these choreographers communicated aesthetic and cultural values in their dances.</p>
Learning Activity Student Project	
<p>Students will consider societal values and justifications based on current choreographers/dancers.</p>	
Teacher Actions	Student Actions

<p>Have the students watch the following current choreographer videos:</p> <p><a href="#">Misty Copland</a></p> <p><a href="#">Crystal Pite</a></p> <p><a href="#">Ohad Naharin</a></p> <p>Have them consider what societal value/justification each choreographer/dancer is addressing with their work. The students will then create thier own solo based on a similar societal value/justification. For example: Breaking Barriers, The Refugee Crisis, Making Statements... Have them record and submit for review.</p>	<p>Watch the videos on the current choreographers/dancers and consider why and how they are creating their work in relation to societal values/justifications. Create your own solo based on a societal value/justification. Record and submit.</p>
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### Project Assessment/Rubric

1 Below Proficient	2 Approaching Proficient	3 Proficient	4 Highly Proficient
<p>Student struggles to explain how the elements are used in a wide range of styles, genres, and cultures. Student struggles to discuss and consider how dance communicates aesthetic, cultural, and societal values.</p>	<p>Student has developed some skills to explain how the elements are used in a wide range of styles, genres, and cultures. Student has developed some skills to discuss and consider how dance communicates aesthetic, cultural, and societal values.</p>	<p>Student has accomplished the skills to explain how the elements are used in a wide range of styles, genres, and cultures. Student has accomplished the skills to to discuss and consider how dance communicates aesthetic, cultural, and societal values.</p>	<p>Student excels at explaining how the elements are used in a wide range of styles, genres, and cultures. Student excels at discussing and considering how dance communicates aesthetic, cultural, and societal values.</p>

### Student Post Assessment

[Post Assessment Link](#)

### Teacher Reflections

**Accommodations/Differentiation**

**Teacher Feedback**

