

# World Dance Forms

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## 1. Question & Research Task

As citizens of the world, we don't need to speak the same language to communicate. We can express our stories, our passions, and our emotions through the art of dance.

There are many reasons why people throughout the world choose to dance: in times of joy and in times of sorrow; in times of reflection, and in times of spontaneity. Click on the image to your right and view the video. While you watch, consider these questions:

- ❖ How does dance help us become global citizens?
- ❖ How does dance deepen our understanding of other cultures?
- ❖ How does dance deepen our understanding of ourselves?



Image Source: [Discovery Education](#)

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How does knowing about societal, cultural, historical, and community experience expand dance literacy?**

## 2. Information Sources

Review the sources below to build you background knowledge about why we dance and different dance styles performed throughout the world. \*See your teacher/librarian for login information.

What is dance? Why do we dance?

- ❖ [Dance](#) – World Book Student
- ❖ [Dance](#) – Encyclopedia Britannica
- ❖ [Definition of “Gesture”](#) – World Book Student

Check-Out all the ways people throughout the world express themselves through dance.

- ❖ [Africa](#) – Discovery Education
- ❖ [African Culture: Drumming and Dance](#) – Discovery Education
- ❖ [Merengue: A blend of African and European Musical Traditions from the Dominican Republic](#) – Discovery Education
- ❖ [Balinese Dance and Chicken Satay](#)
- ❖ [Apsara Dancing in Cambodia](#)
- ❖ Explore [CultureGrams World Edition](#) to learn what [dance styles](#) are popular in different countries



Image Source: World Book Student



### 3. Student Activity

Complete this [graphic organizer](#) with details from the sources on Slide 2. Use the focus questions to help you look for pertinent information.

Once you have completed your research and graphic organizer, meet with a group of students to discuss what you've learned.

Once your discussion is complete, you and your group members will write a short story with a thirty second gestural dance to match. Be sure to use the dance forms you viewed in Slide 2 as inspiration for your work.

You will be performing your dance for your teacher and your classmates, so be sure to review the success criteria on this [rubric](#) prior to your presentation.

#### World Dance Forms Graphic Organizer



Image Source: [Educators Online](#)

##### Research Part I: General Research

Question	Notes	Citation
What is dance?		
Why do people dance?		
What is a gesture and how can gestures be used in dance to tell a story?		

##### Research Part II: World Culture Dance Forms Research

Dance Form/Cultural Region	Notes	Citation



Image Source: World Book Student

## 4. Assessment Activity

How does knowing about societal, cultural, historical, and community experience expand dance literacy?

You will now create a forty-five second dance about one of the following topics:

- Area of personal interest (for example, a hobby)
- Future occupation

You will then transcribe your dance and exchange it with a classmate.

Finally, you will present your perception of the transcribed dance for the class.

Refer to the [rubric](#) to review success criteria.



# 5. Enrichment Activities

## Five(ish) Minute Dance Lessons

The moves you need to know before you hit the dance floor

A wedding. Your prom. Or just a night on the town. You might as well face it, at some point you're going to have to dance. Don't panic! Our collection of Five(ish) Minute Dance Lessons will teach the moves that will let you hit the dance floor looking like a pro. From the African Dinhe, to the East Coast Swing, Charleston, Salsa or Cha Cha Cha, we've got you covered. Click below and get your groove on!

### VIDEO SERIES



#### Latin Dance Level 2

Learn new moves for four Latin dances: the Merengue, Salsa, Bachata, and Cha Cha Cha

### VIDEO SERIES



#### Latin Dance Level 1

Learn the basics of four Latin dances: Merengue, Salsa, Bachata and Cha Cha Cha

### VIDEO SERIES



#### Swing Dance

Get on the dance floor and learn East Coast Swing, Charleston, and the Lindy Hop

### VIDEO SERIES



#### African Dance

Learn the history and basics of African dance and drumming

Explore these world culture dance tutorials from the Kennedy Center. Can you add these forms to your personal dance repertoire?

- [African Dance](#) – The Kennedy Center
- [Latin Dance](#) – The Kennedy Center
- [Swing Dance](#) – The Kennedy Center
- [Native Pride Dancers](#) – The Kennedy Center

Image Source: [John F. Kennedy Center for the Performing Arts](#)



# 6. Teacher Resources

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## Learning Standards Alignment

### Maryland Fine Arts Standards for Dance

**Anchor Standard 11** – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**11A** – Compare and contrast the contexts of dances from a variety of cultures, societies, and histories.

**11B** – Explain how dance reflects and influences history and society.

### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

### Grade 6-8 Dance: Perspectives (Level 1)

**Objective:** Students will conduct brief, focused research in order to explore reasons why people dance, how dance serves as a universal language, and reflect this research in an original dance the choreographed with world dance forms in mind.

**Time Frame:** Four to five class periods

### Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for as needed.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Direct links to PebbleGO, BrainPOP, and BrainPOP Jr. will not work in the PowerPoint version of this Slam Dunk; however, they will work in the PDF version. If you wish to personalize this Slam Dunk, make your modifications in PowerPoint and then save your changes as a PDF. Students should view this Slam Dunk as a PDF.
- Discovery Education videos may require students to log in.
- Students can view YouTube videos.
- The “African Culture: Drumming and Dance” video in Slide 2 shows Fanga movement, but to a different rhythm.
- Consider using the [Schoolology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoolology.