

Curriculum: *Dance in Queens*

Grade Level: 7

Overview: Queens, NY is the most ethnically diverse county in New York City and the world- with 100+ cultural groups and over 800 languages. This curriculum will explore the history of Queens, its waves of immigration, and its diversity through the lens of traditional dance. Topics of discussion will include immigration to Queens and the United States while learning traditional dance forms of various ethnic groups including China, Mexico, Korea, India, Brazil, and the Caribbean.



Stage 1: Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> To be familiar with the movement qualities, the historical, and cultural significance of dance in China, Mexico, Korea, India, Brazil, and the Caribbean To create choreography inspired by dances of various cultural groups To recognize the similarities and differences of each traditional dance To connect and respond to traditional dance and culture with their personal experiences 	
<p>Essential Understandings:</p> <ul style="list-style-type: none"> - Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression - The elements of dance, dance structures, and choreographic devices serve as both a foundation and departure point for choreographers - Space, time, and energy are basic elements of dance - Dance is perceived and analyzed to comprehend its meaning - Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context - Criteria for evaluating dance vary across genres, styles, and cultures - As dance is experienced, all personal experiences, knowledge, contexts are integrated and synthesized to interpret meaning - Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts 	<p>Essential Questions:</p> <ul style="list-style-type: none"> - Where do choreographers get ideas for dances? - What influences choice-making in creating choreography? - How do dancers work with space, time, and energy to communicate artistic expression? - How is dance understood? - How is dance interpreted? - What criteria is used to evaluate dance? - How does dance deepen our understanding of ourselves, other knowledge, and events around us? - How does knowing about societal, cultural, historical and community experiences expand dance literacy?
<p>Students will know...</p> <ul style="list-style-type: none"> - Traditional dances of China, Mexico, Korea, India, Brazil, and the Caribbean - The movement qualities, and the historical, and cultural significance of each dance 	<p>Students will be able to...</p> <ul style="list-style-type: none"> - Recognize similarities and differences of each traditional dance - Perform the dances from the various countries - Create their own dances inspired by each culture

Stage 2: Assessment Evidence

Performance Task(s):

- Students will learn and perform traditional dances of China, Mexico, Korea, India, Brazil, and the Caribbean that will demonstrate understanding of the movement qualities of each dance
- Students will create and perform their own 32 count dance studies inspired by each of the traditional/cultural dances of China, Mexico, Korea, India, Brazil, and the Caribbean
- Students will reflect on how each traditional dance and their cultural and historical significance, and explore what is similar and/or different, how cultures may have influenced one another, and how these dances may be similar or different from their own traditions/culture

Other Evidence:

- Performance of each traditional dance form (video recording)
- Performance of their own choreography inspired by each cultural dance
- Class/Group discussions on the societal, cultural, historical and community experiences expand dance literacy
- Written journal entries on how each cultural dance is similar and/or different, how cultures may have influenced one another, and how these dances may be similar or different from their own traditions/culture

Stage 3: Learning Plan

Unit Title: Traditional Dances of China

Unit Summary: Students will explore the cultural and geographic make up of China, know the areas of Queens with large Chinese and Chinese-American populations, be introduced and perform various traditional and folk dances specific to China, become familiar with the movement qualities, historical, and cultural significance of the dances, and create and perform their own choreography inspired by Chinese traditional dance.

Summary of Learning Activities:

Lesson#1: Chinese Ribbon Dance

Students will demonstrate an understanding of the Chinese Ribbon Dance and its movements (circle, snake, turns, the roll, figure 8s) and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from dances they are already familiar with in their own culture/family.

Activities:

- Students will participate in a discussion about the cultural and geographic make up of China and immigration to Queens, NY and the United States
- Students will discuss their existing knowledge of traditional Chinese dance (ie. have they seen it performed before and if so where/what context; what did you see)
- Students will learn about the historical/cultural significance and perform a Chinese Ribbon Dance for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from their own culture

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

Lesson #2: Chinese Fan Dance

Students will demonstrate an understanding of the Chinese Fan Dance and its movements (waves, circular movements) and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different or similar from the Ribbon Dance.

Activities:

- Students will learn about the historical/cultural significance and perform a Chinese Fan Dance for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from the Ribbon dance
- Students will connect how the traditional Chinese dances are similar or different from their own culture

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Re9.1.7: Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic expression using genre-specific dance terminology.

DA:Cn10.1.7a: Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

Lesson #3: Create & Perform own Choreography Inspired by Traditional Chinese Dances

Students will extend knowledge to create and perform their own 32 count movement student of choreography inspired by personal research, the movement and qualities of traditional Chinese dances while infusing their own style and reflect on their artistic choices.

Activities:

- Students will separate into groups of two or three to create their own 32 count movement phrase that is inspired by either or both the Chinese Ribbon and/or Fan dance
- Students will do research to create their movement studies to help add to their choreography
- Students will perform their dances for their peers to receive feedback on the task
- Students will revise dance based on the feedback received as needed
- Students will perform their dances for the class and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Chinese dances

NCAS Indicators-

DA:Cr1.1.7b: Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific terminology.

DA:Cr2.1.7b: Determine artistic criteria to choreograph a dance study that communicates personal and cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

DA:Cr3.1.7a: Evaluate possible revisions to dance compositions using collaboratively developed artistic criteria. Explain revisions and how choices made relate to artistic intent.

DA:Pr5.1.7c: Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis.

DA:Cn10.1.7b: Research the historical development of a dance genre or style. Use knowledge gained from research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chose genre or style. Document the process of research and application.

Lesson #4: Perform & Reflect on how Traditional Chinese Dances and Own Cultural Dances

Students will perform their 32 count movement study inspired by traditional Chinese dances and connect knowledge of the Chinese culture and dance with their own culture and dances. Food to be served!

Activities:

- Students will perform their 32 count dance phrases to the group that is inspired by either and/or both the Chinese Ribbon or Fan dance, and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Chinese dances and how the traditional Chinese dances are similar or different from their own culture
- Students will eat Chinese veggie dumplings

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Cn10.1.7a: Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

Unit Title: Traditional Dances of Mexico

Unit Summary: Students will explore the cultural and geographic make up of Mexico, know the areas of Queens with large Mexican and Mexican-American populations, be introduced and perform various traditional and folk dances specific to Mexico, become familiar with the movement qualities, historical, and cultural significance of the dances, and create their own choreography inspired by Mexican traditional dance.

Summary of Learning Activities:**Lesson#1: El Jarabe Tapatio (Mexican Hat Dance)**

Students will demonstrate an understanding of El Jarabe Tapatio (Mexican Hat Dance) and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from traditional dances of China.

Activities:

- Students will participate in a discussion about the cultural and geographic make up of Mexico and immigration to Queens, NY and the United States
- Students will discuss their existing knowledge of traditional Mexican dance (ie. have they seen it performed before and if so where/what context; what did you see)
- Students will learn about the historical/cultural significance and perform El Jarabe Tapatio for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from traditional Chinese dances

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #2: Tlacolerosis (Mexican Agriculture Dance)

Students will demonstrate an understanding of the Tlacolerosis (Mexican Agriculture Dance) and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from El Jarabe Tapatio (Mexican Hat Dance) and from traditional dances of China.

Activities:

- Students will learn about the historical/cultural significance and perform the Tlacolerosis (Mexican Agriculture Dance) for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from the El Jarabe Tapatio (Mexican Hat Dance)
- Students will connect how the traditional Mexican dances are similar or different from traditional Chinese dances and/or their own culture

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Re9.1.7: Compare artistic intent, content, and context from dances to examine characteristics of genre, style, or

cultural movement practice.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #3: Create & Perform own Choreography Inspired by Traditional & Folk Mexican Dances

Students will extend knowledge of making their own 32 count choreography inspired by personal research, the movement and qualities of traditional Mexican dances while infusing their own style and reflect on their artistic choices.

Activities:

- Students will separate into groups of two or three to create their own 32 count movement phrase that is inspired by either or both the El Jarabe Tapatio (Mexican Hat Dance) and/or Tlacolerosis (Mexican Agriculture Dance)
- Students will do research to create their movement studies to help add to their choreography
- Students will perform their dances for their peers to receive feedback on the task
- Students will revise dance based on the feedback received as needed
- Students will perform their dances for the class and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Mexican dances

NCAS Indicators-

DA:Cr1.1.7b: Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific terminology.

DA:Cr2.1.7b: Determine artistic criteria to choreograph a dance study that communicates personal and cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

DA:Cr3.1.7a: Evaluate possible revisions to dance compositions using collaboratively developed artistic criteria. Explain revisions and how choices made relate to artistic intent.

DA:Pr5.1.7c: Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis.

DA:Cn10.1.7b: Research the historical development of a dance genre or style. Use knowledge gained from research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chose genre or style. Document the process of research and application.

Lesson #4: Reflect on Traditional Mexican Dances and Own Cultural Dances

Students will connect knowledge of the Mexican culture and dance with their own culture and dances. Food to be served!

Activities:

- Students will perform their 32 count dance phrases to the group that is inspired by either and/or both the El Jarabe Tapatio (Mexican Hat Dance) and/or Tlacolerosis (Mexican Agriculture Dance), and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Mexican dances and how the traditional C dances are similar or different from traditional Chinese dances and/or their own culture
- Students will eat Mexican tacos

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Cn10.1.7a: Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

Unit Title: Traditional Dances of Korea

Unit Summary: Students will explore the cultural and geographic make up of Korea, know the areas of Queens with large Korean and Korean-American populations, be introduced and perform various traditional and folk dances specific to Korea, become familiar with the movement qualities, historical, and cultural significance of the dances, and create their own choreography inspired by Korean traditional dance.

Summary of Learning Activities:

Lesson#1: Sogo Chum (Small-Hand Drum Dance)

Students will demonstrate an understanding of Sogo Chum (Small-Hand Drum Dance) and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from traditional dances of China and Mexico.

Activities:

- Students will participate in a discussion about the cultural and geographic make up of Korea and immigration to Queens, NY and the United States
- Students will discuss their existing knowledge of traditional Korean dance (ie. have they seen it performed before and if so where/what context; what did you see)
- Students will learn about the historical/cultural significance and perform Sogo Chum (Small-Hand Drum Dance) for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from traditional Chinese and Mexican dances

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #2: Buchanechum (Fan Dance)

Students will demonstrate an understanding of the Buchanechum (Fan Dance) and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from Sogo Chum (Small-Hand Drum Dance) and from traditional dances of China and Mexico.

Activities:

- Students will learn about the historical/cultural significance and perform the Buchanechum (Fan Dance) for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from the Sogo Chum (Small-Hand Drum Dance)
- Students will connect how the traditional Korean dances are similar or different from traditional Chinese, Mexican dances and/or from their own culture

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Re9.1.7: Compare artistic intent, content, and context from dances to examine characteristics of genre, style, or cultural movement practice.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #3: Create & Perform own Choreography Inspired by Traditional Korean Dances

Students will extend knowledge of making their own 32 count movement choreography inspired by personal research, the movement and qualities of traditional Korean dances while infusing their own style and reflect on their artistic choices.

Activities:

- Students will separate into groups of two or three to create their own 32 count movement phrase that is inspired by either or both the Sogo Chum (Small-Hand Drum Dance) and/or Buchanechum (Fan Dance)
- Students will do research to create their movement studies to help add to their choreography
- Students will perform their dances for their peers to receive feedback on the task
- Students will revise dance based on the feedback received as needed
- Students will perform their dances for the class and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Korean dances

NCAS Indicators-

DA:Cr1.1.7b: Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific terminology.

DA:Cr2.1.7b: Determine artistic criteria to choreograph a dance study that communicates personal and cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

DA:Cr3.1.7a: Evaluate possible revisions to dance compositions using collaboratively developed artistic criteria. Explain revisions and how choices made relate to artistic intent.

DA:Pr5.1.7c: Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis.

DA:Cn10.1.7b: Research the historical development of a dance genre or style. Use knowledge gained from research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chose genre or style. Document the process of research and application.

Lesson #4: Reflect on how Traditional Korean Dances and Own Cultural Dances

Students will connect knowledge of the Korean culture and dance with their own culture and dances. Food to be served!

Activities:

- Students will perform their 32 count dance phrases to the group that is inspired by either and/or both Sogo Chum (Small-Hand Drum Dance) and/or Buchanechum (Fan Dance), and explain their movement choices/artistic process

- Students will connect and respond about how their unique choreography reflects the essence of the traditional Korean dances and how the traditional dances are similar or different from traditional Chinese, Mexican, and dances and/or their own culture
- Students will eat Korean Kimchi

NCAS Indicators-

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Cn10.1.7a: Compare and contrast the movement characteristics or qualities found in a variety of dance genres.

Discuss how movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

Unit Title: Traditional Dances of India

Unit Summary: Students will explore the cultural and geographic make up of India, know the areas of Queens with large Indian and Indian-American populations, be introduced and perform various traditional and folk dances specific to India, become familiar with the movement qualities, historical, and cultural significance of the dances, and create their own choreography inspired by Indian traditional dance.

Summary of Learning Activities:

Lesson#1: Kathak

Students will demonstrate an understanding of Kathak and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from traditional dances of China, Mexico, and Korea.

Activities:

- Students will participate in a discussion about the cultural and geographic make up of India and immigration to Queens, NY and the United States
- Students will discuss their existing knowledge of traditional Indian dance (ie. have they seen it performed before and if so where/what context; what did you see)
- Students will learn about the historical/cultural significance and perform Kathak for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from traditional Chinese, Mexican or Korean dances

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #2: Bollywood

Students will demonstrate an understanding of the Bollywood and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from Kathak and from traditional dances of China, Mexico, and Korea.

Activities:

- Students will learn about the historical/cultural significance and perform Bollywood for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from the Kathak
- Students will connect how the traditional Korean dances are similar or different from traditional Chinese, Mexican, and Korean dances and/or from their own culture

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Re9.1.7: Compare artistic intent, content, and context from dances to examine characteristics of genre, style, or cultural movement practice.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #3: Create & Perform own Choreography Inspired by Traditional Indian Dances

Students will extend knowledge of making their own 32 count choreography inspired by personal research, the movement and qualities of traditional Indian dances while infusing their own style and reflect on their artistic choices.

Activities:

- Students will separate into groups of two or three to create their own 32 count movement phrase that is inspired by either or both the Kathak and/or Bollywood
- Students will do research to create their movement studies to help add to their choreography
- Students will perform their dances for their peers to receive feedback on the task
- Students will revise dance based on the feedback received as needed
- Students will perform their dances for the class and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Indian dances

NCAS Indicators-

DA:Cr1.1.7b: Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific terminology.

DA:Cr2.1.7b: Determine artistic criteria to choreograph a dance study that communicates personal and cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

DA:Cr3.1.7a: Evaluate possible revisions to dance compositions using collaboratively developed artistic criteria. Explain revisions and how choices made relate to artistic intent.

DA:Pr5.1.7c: Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis.

DA:Cn10.1.7b: Research the historical development of a dance genre or style. Use knowledge gained from research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chose genre or style. Document the process of research and application.

Lesson #4: Reflect on how Traditional Indian Dances and Own Cultural Dances

Students will connect knowledge of the Indian culture and dance with their own culture and dances. Food to be served!

Activities:

- Students will perform their 32 count dance phrases to the group that is inspired by either and/or both Kathak and/or Bollywood and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Indian dances and how the traditional dances are similar or different from traditional Chinese, Mexican, Korean dances and/or their own culture
- Students will eat Indian Samosas

NCAS Indicators-

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Cn10.1.7a: Compare and contrast the movement characteristics or qualities found in a variety of dance genres.

Discuss how movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

Unit Title: Traditional Dances of Brazil

Unit Summary: Students will explore the cultural and geographic make up of India, know the areas of Queens with large Brazilian and Brazilian-American populations, be introduced and perform various traditional and folk dances specific to India, become familiar with the movement qualities, historical, and cultural significance of the dances, and create their own choreography inspired by Brazilian traditional dance.

Summary of Learning Activities:**Lesson#1: Samba-Afro Dances & Capoeira**

Students will demonstrate an understanding of Samba-Afro dances & Capoeira and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from traditional dances of China, Mexico, Korea, and India.

Activities:

- Students will participate in a discussion about the cultural and geographic make up of Brazil and immigration to Queens, NY and the United States
- Students will discuss their existing knowledge of traditional Brazilian dance (ie. have they seen it performed before and if so where/what context; what did you see)
- Students will learn about the historical/cultural significance and perform Samba-Afro dances & Capoeira for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from traditional Chinese, Mexican, Korean or Indian dances

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities.

Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #2: Dances of the Orixas

Students will demonstrate an understanding of the Dances of the Orixas and its movements and perform for peers.

Students will also reflect on the cultural and historical significance of the dance and how it is different from Samba-Afro dances, Capoeira and from traditional dances of China, Mexico, Korea, and India.

Activities:

- Students will learn about the historical/cultural significance and perform Dances of the Orixas for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from Samba-Afro dances & Capoeira
- Students will connect how the traditional Korean dances are similar or different from traditional Chinese, Mexican, Korean and Indian dances and/or from their own culture

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Re9.1.7: Compare artistic intent, content, and context from dances to examine characteristics of genre, style, or cultural movement practice.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #3: Create & Perform own Choreography Inspired by Traditional Brazilian Dances

Students will extend knowledge of making their own 32 counts of choreography inspired by personal research, the movement and qualities of traditional Brazilian dances while infusing their own style and reflect on their artistic choices.

Activities:

- Students will separate into groups of two or three to create their own 32 count movement phrase that is inspired by either Samba-Afro dance, Capoeira, and/or Dances of the Orixas
- Students will do research to create their movement studies to help add to their choreography
- Students will perform their dances for their peers to receive feedback on the task
- Students will revise dance based on the feedback received as needed
- Students will perform their dances for the class and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Brazilian dances

NCAS Indicators-

DA:Cr1.1.7b: Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific terminology.

DA:Cr2.1.7b: Determine artistic criteria to choreograph a dance study that communicates personal and cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

DA:Cr3.1.7a: Evaluate possible revisions to dance compositions using collaboratively developed artistic criteria. Explain revisions and how choices made relate to artistic intent.

DA:Pr5.1.7c: Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis.

DA:Cn10.1.7b: Research the historical development of a dance genre or style. Use knowledge gained from research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chose genre or style. Document the process of research and application.

Lesson #4: Reflect on how Traditional Brazilian Dances and Own Cultural Dances

Students will connect knowledge of the Brazilian culture and dance with their own culture and dances. Food to be served!

Activities:

- Students will perform their 32 count dance phrases to the group that is inspired by either Samba-Afro dance, Capoeira, and/or Dances of the Orixas and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Indian dances and how the traditional dances are similar or different from traditional Chinese, Mexican, Korean, Indian dances and/or their own culture
- Students will eat Brazilian Pastel de palmitos

NCAS Indicators-

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Cn10.1.7a: Compare and contrast the movement characteristics or qualities found in a variety of dance genres.

Discuss how movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

Unit Title: Traditional Dances of the Caribbean

Unit Summary: Students will explore the cultural and geographic make up of India, know the areas of Queens with large Caribbean and Caribbean-American populations, be introduced and perform various traditional and folk dances specific to India, become familiar with the movement qualities, historical, and cultural significance of the dances, and create their own choreography inspired by Caribbean traditional dance.

Summary of Learning Activities:

Lesson#1: Dance Hall (Jamaica) Soca (Trinidad & Tobago)

Students will demonstrate an understanding of Dance Hall and Soca dance and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from traditional dances of China, Mexico, Korea, India, and Brazil.

Activities:

- Students will participate in a discussion about the cultural and geographic make up of the Caribbean (Jamaica & Trinidad & Tobago) and immigration to Queens, NY and the United States
- Students will discuss their existing knowledge of traditional Caribbean dance forms (ie. have they seen it performed before and if so where/what context; what did you see)
- Students will learn about the historical/cultural significance and perform Dance Hall and Soca dance for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from traditional Chinese, Mexican, Korean, Indian or Brazilian dances

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #2: Bachata, Merengue (Dominican Republic), Cha-Cha (Cuba)

Students will demonstrate an understanding of the Bachata, Merengue, Cha-Cha and its movements and perform for peers. Students will also reflect on the cultural and historical significance of the dance and how it is different from Dance hall, Soca dances and from traditional dances of China, Mexico, Korea, India, and Brazil.

Activities:

- Students will participate in a discussion about the cultural and geographic make up of the Caribbean (Dominican Republic & Cuba) and immigration to Queens, NY and the United States
- Students will discuss their existing knowledge of traditional Caribbean dance forms (ie. have they seen it performed before and if so where/what context; what did you see)
- Students will learn about the historical/cultural significance and perform Bachata, Merengue, and the Cha-Cha for their peers
- Students will connect and respond to how the historical/cultural significance of the dance influences movement choices and how the dance is similar or different from Dance Hall and Soca
- Students will connect how the traditional Korean dances are similar or different from traditional Chinese, Mexican, Korean, Indian, and Brazilian dances and/or from their own culture

NCAS Indicators-

DA:Pr4.1.7c: Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

DA:Re7.1.7a: Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Re8.1.7: Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique and context. Use genre specific terminology.

DA:Re9.1.7: Compare artistic intent, content, and context from dances to examine characteristics of genre, style, or cultural movement practice.

DA:Cn10.1.7a: Compare and contrast movement characteristics or qualities found in a variety of dance genres. Describe how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

DA:Cn11.1.7: Compare, contrast, and discuss dances performed by people in various localities and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.

Lesson #3: Create & Perform own Choreography Inspired by Traditional Caribbean Dances

Students will extend knowledge of making their own 32 counts of choreography inspired by personal research, the movement and qualities of traditional Caribbean dances while infusing their own style and reflect on their artistic choices.

Activities:

- Students will separate into groups of two or three to create their own 32 count movement phrase that is inspired by either Dance Hall, Soca, Bachata, Merengue, and the Cha-Cha
- Students will do research to create their movement studies to help add to their choreography
- Students will perform their dances for their peers to receive feedback on the task
- Students will revise dance based on the feedback received as needed
- Students will perform their dances for the class and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Caribbean dances

NCAS Indicators-

DA:Cr1.1.7b: Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific terminology.

DA:Cr2.1.7b: Determine artistic criteria to choreograph a dance study that communicates personal and cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

DA:Cr3.1.7a: Evaluate possible revisions to dance compositions using collaboratively developed artistic criteria. Explain revisions and how choices made relate to artistic intent.

DA:Pr5.1.7c: Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis.

DA:Cn10.1.7b: Research the historical development of a dance genre or style. Use knowledge gained from research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chose genre or style. Document the process of research and application.

Lesson #4: Reflect on how Traditional Caribbean Dances and Own Cultural Dances

Students will connect knowledge of the Caribbean culture and dance with their own culture and dances. Food served!

Activities:

- Students will perform their 32 count dance phrases to the group that is inspired by either either Dance Hall, Soca, Bachata, Merengue, and the Cha-Cha and explain their movement choices/artistic process
- Students will connect and respond about how their unique choreography reflects the essence of the traditional Indian dances and how the traditional dances are similar or different from traditional Chinese, Mexican, Korean, Indian, Brazilian dances and/or from their own culture
- Students will eat Beef patties and Empanadas

NCAS Indicators-

DA:Re7.1.7b: Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

DA:Cn10.1.7a: Compare and contrast the movement characteristics or qualities found in a variety of dance genres.

Discuss how movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.

The **NCAS Standards in Dance Resources** include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

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Educator Bio: Caryn Cooper is an arts administrator, educator and performer from Long Island, NY. She began her dance training at a young age studying ballet in the Royal Academy of Dance (RAD) technique and other dance forms such as tap, jazz, hip hop, modern and West African. She has had the opportunity to perform at various venues in the Greater New York City Area including, Radio City Music Hall, Tilles Center for the Performing Arts, the 92Y, Ailey CitiGroup Theater, Central Park, and The Wild Project. Administratively, she has worked for a number of arts organizations including Alvin Ailey American Dance Theater, Ballet Hispanico, and the New York City Center. Currently at Flushing Council on Culture and the Arts, she works to plan arts education programs for schools and seniors in underserved communities throughout Queens and the New York City Metropolitan area. Caryn is currently a Moving for Life Certified Instructor (MFLCI) where she uses dance to help breast cancer recovery patients and those dealing with pain caused by chronic illnesses. She is currently pursuing a certification as a BodyMind Dancing (BMD) Instructor, under the direction of Dr. Martha Eddy, to guide students as they reflect and learn about the 3-dimensionality and repatterning of the body. Caryn is a member of Americans for the Arts, the National Dance Education Organization (NDEO), the New York State Dance Education Association (NYSDEA), and sits on the Young Professionals Committee of The Possibility Project and the Board of Trustees for Moving for Life, Inc. She is also a Contributing writer for BroadwayWorld Dance. She is also the proud recipient of the 2016 Field Diversity Award and the 2017 Jessica Wilt Memorial Scholarship through the Americans for the Arts.