

## Dance OERs by Grade Level

K-2

Dance PEI	OER Link and Description
A1, A2, A3, A4, A5, A6, B1, B3, C1, E1	<p><b>Body Language Movement and Music Activity</b> <a href="http://www.worldartswest.org/plm/guide/activitypages/movemusic/bodylang.shtml">http://www.worldartswest.org/plm/guide/activitypages/movemusic/bodylang.shtml</a></p> <p>Some simple movement exercises can help you discover what role your body plays in everyday expression and on the stage. Excluding facial expressions, you can watch your body express itself with elements such as timing and tempo, posture, gestures, and movement qualities. In this series of exercises, each section builds on the previous ones, so try to do these in order.</p>
A1	<p><b>American Ballet Theatre - Ballet Dictionary</b> <a href="http://www.abt.org/education/dictionary/index.html">http://www.abt.org/education/dictionary/index.html</a></p> <p>Welcome to American Ballet Theatre's Online Ballet Dictionary, a unique interactive resource designed to bring dance to the Web and make it accessible to everyone. Dover Publications has graciously allowed the use of 170 terms from the Technical Manual and Dictionary of Classical Ballet, which are then demonstrated by ABT Company dancers.</p> <p>Additional Resources: Jazz Terminology <a href="http://www.dance.net/resources/jazzterms/">http://www.dance.net/resources/jazzterms/</a> Classical Indian Dance <a href="http://cdacademy.webs.com/introduction.htm">http://cdacademy.webs.com/introduction.htm</a> Yoga Terminology <a href="http://www.ashtangayoga.info/practice/asana-sequences/">http://www.ashtangayoga.info/practice/asana-sequences/</a> Modern Dance Technique Terminology <a href="http://www.stolaf.edu/depts/dance/faculty/anthony/courses/Modern-Dance-Language.htm">http://www.stolaf.edu/depts/dance/faculty/anthony/courses/Modern-Dance-Language.htm</a> Glossary of Dance and Theatre Terms used on artsalive <a href="http://artsalive.ca/en/dan/dance101/glossary.asp">http://artsalive.ca/en/dan/dance101/glossary.asp</a> West Coast Swing Dance Dictionary <a href="http://www.swingworld.com/dance_dictionary.htm">http://www.swingworld.com/dance_dictionary.htm</a> Hip Hop Terminology <a href="http://www.daveyd.com/historyphysicalgrafittifabel.html">http://www.daveyd.com/historyphysicalgrafittifabel.html</a> or <a href="http://chopperdanceblog.com/who-else-wants-to-learn-some-hip-hop-dance-terminology/">http://chopperdanceblog.com/who-else-wants-to-learn-some-hip-hop-dance-terminology/</a></p>
B1	<p><b>ARTSEGE: Martha Graham - A Dancer's Journal</b> <a href="http://artsedge.kennedy-center.org/multimedia/series/AEMicrosites/martha-graham.aspx">http://artsedge.kennedy-center.org/multimedia/series/AEMicrosites/martha-graham.aspx</a></p>

This Web site, "A Dancer's Journal: Learning to Perform the Dances of Martha Graham" is a multimedia exploration designed for students in grades 5-12.

**Suggested Use**

This interactive site introduces students to the life and work of Martha Graham, known as "the mother of modern dance." Students will learn about specific Graham dances through the journals of Jordy Kandinsky, a (fictional) new member of the Martha Graham Dance Company. In Jordy's journals, students will find letters, newspaper articles, checklists, photographs, video clips, and music that illuminate various aspects of the dance Jordy is learning. Jordy's journals for four Graham dances—Lamentation, Appalachian Spring, Errand into the Maze and Diversion of Angels.

**Additional Resources:**

Martha Graham: About the Dancer <http://www.pbs.org/wnet/americanmasters/episodes/martha-graham/about-the-dancer/497/>

Biography of Martha Graham

<http://www.dancehelp.com/articles/modern-dance/martha-graham.aspx>

Martha Graham Center of Contemporary Dance

<http://marthagraham.org/center/>

Martha Graham Resources

<http://marthagraham.org/resources/links.php>

Martha Graham and Modern American Dance

<http://www.electricscotland.com/HISTORY/women/wih6.htm>

A YouTube videos of Graham technique

<http://www.youtube.com/watch?v=p78zYG6-aHI&feature=related>

<http://www.youtube.com/watch?v=Lr8OqS7glxk&feature=related>

<http://www.youtube.com/watch?v=HKjFdmIIVMs&feature=related>

B3

**Sphere's density dance:**

[http://artsedge.kennedy-center.org/educators/lessons/grade-5/Weather\\_and\\_Wind.aspx#Instruction](http://artsedge.kennedy-center.org/educators/lessons/grade-5/Weather_and_Wind.aspx#Instruction)

A lesson plan for grades K–3 Dance Arts Education and Science - In this ARTSEGE lesson, students relate the science concepts of layering, air density, and particles directly to dance concepts such as level and shape.

D1

**ArtsAlive: Understanding Dance - Discussing dance:**

<http://www.artsalive.ca/en/dan/understand/appreciate/discussdance.asp>

Talking about a dance performance is a great way to solidify what you thought about the work or remember how you felt during the performance. It is also valuable to listen to other people's opinions about what they experienced.

D1, E1, E4,  
E5

### **People Like Me Viewer's Guide**

<http://www.worldartswest.org/main/program.asp>

People Like Me, the arts education program of the San Francisco Ethnic Dance Festival and World Arts West includes: Activity pages, related topics and discussion guides for students to do and discuss prior to viewing or studying different dance styles, and many of the guided discussions are based on curriculum topics.

For examples of People Like Me Viewer's Guide: Activity Pages go to:

### **Why and How We Dance**

<http://www.worldartswest.org/plm/guide/activitypages/thinktalk/whyhow.shtml>

People dance everywhere in the world. Dance tells us something about the way people think, what they feel and who they are. Dance can be done for many reasons. Ask your students, and list on the board, reasons they might dance. Topics on the page include: Why do we dance? | The primary tool of dance is the human body | Natural and Internal Environment | Internal environment | Interpersonal Environment | Music | Rhythm and Movement: Drums and Feet | Movement Styles

E1

### **Images of African Masks**

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=314](http://edsitement.neh.gov/view_lesson_plan.asp?id=314)

The Meaning Behind the Mask In this unit, students explore the cultural significance of masks. After recalling some of the contexts in which masks are worn in the United States-e.g., Halloween, Mardi Gras, the circus, parades, plays, or costume parties-students discuss the use of masks in stories. Students then investigate the role masks play in ceremonies and on special occasions in various African cultures.

E1

### **Curriculum Bank | KQED Public Media for Northern CA**

<http://uw.kqed.org/edresources/results.php>

You must first type "dance" in the search box and you will find many excellent lesson guides in PDF format. You must have "RealPlayer"™ in order to view the online videos showcasing each artist.

Some of the resources found at Curriculum Bank | KQED Public Media for Northern CA:

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**Spark: Ledoh and Salt Farm Butoh Dance Company**

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SPARK goes into rehearsals with butoh dancer Ledoh, as he explores the ancient, agrarian roots of his Ka-Ren ancestry in Burma with his group The Salt Farm Butoh Dance Company. This Educator Guide traces the history of butoh to its origins in post-war Japan and its diverse contemporary forms. Online Video link Click to view with (RealPlayer) is an excellent resource on this site

**Spark: Chitresh Das**

<http://uw.kqed.org/edresources/plan.php?id=309>

Introduce students to Kathak dance and Bay Area virtuoso Pandit Chitresh Das. This Educator Guide discusses the history of Kathak dance and Chitresh Das' career. Activities include improvisation, working with rhythms, and reflecting on dance as an art form. An excellent resource on this site is the inclusion of an Online Video Click to view (RealPlayer).

**Ballet Afsaneh Art and Culture Society: Spark**

<http://www.kqed.org/arts/programs/spark/profile.jsp?essid=17901>

From Uzbekistan to India, Turkey to Afghanistan, the Ballet Afsaneh Art and Culture Society brings to the stage the vibrant sights and sounds of the ancient route through Asia known as the Silk Road. Spark sits in as they rehearse Sharlyn Sawyer's "Song of Generations," a multigenerational collaboration with the Nejad World Music Daf Ensemble that celebrates Persian culture and history.

**Spark: Anna Halprin**

<http://uw.kqed.org/edresources/plan.php?id=230>

SPARK follows dance legend Anna Halprin, who at 85 years old continues to perform and create dances within the Bay Area and beyond. This Educator Guide introduces students to modern, postmodern, and contemporary dance, as well as to different applications for dance outside the field.

Dance OERs for Grades 3-5

Dance PEI	OER Link and Description
E4	<b>Norma Miller "Queen of Swing" –</b> <a href="http://invention.smithsonian.org/video/vid-popup.aspx?clip=1&amp;id=479">http://invention.smithsonian.org/video/vid-popup.aspx?clip=1&amp;id=479</a> Audio Interview with one of the originators of the Lindy Hop (Smithsonian)
D1	<b>Understanding dance –</b> <a href="http://www.artsalive.ca/en/dan/understand/read.asp">http://www.artsalive.ca/en/dan/understand/read.asp</a>

### **Appreciating dance - Watching dance**

<http://www.artsalive.ca/en/dan/understand/appreciate/watchdance.asp>

The combination of movement, gesture, costume, set design, music and lighting all work together to take you on a journey. The adventure begins the moment you sit down in the theatre and the lights begin to dim.

Additional Resources:

The Whale Hunt - Alaskan native peoples: This video, adapted from material provided by the ECHO partners, shows how students in Anchorage, Alaska, develop a song and dance to tell about a walrus hunt. Their goal in creating this dance is to connect with their Yup'ik and Iñupiaq cultures, help preserve the cultures for future generations, and express their joy in being part of those cultures.

<http://www.teachersdomain.org/resource/echo07.lan.stories.walrus/>

Maasai Culture example on YouTube: The Maasai are a tribal group of East Africa known for their tall stature, signature red clothing, and highly energetic and athletic style of dancing.

<http://www.youtube.com/watch?v=IfMRe39c8zA&feature=related>

Indian Dance - The meaning of Dance: Classical Indian dance encompasses many distinct forms: religious, educational, and some that are purely for entertainment. In all forms, precise movements help to convey the emotion and story associated with the music.

<http://www.youtube.com/watch?v=N95AV1zKjzg&feature=channel>

E1

**Students use movement to express a basic idea and share it with their peers.**

[People Like Me Viewer's Guide: Activity Pages: Body Language Movement and Music Activity](#) Some simple movement exercises can help you discover what role your body plays in everyday expression and on the stage. Excluding facial expressions, you can watch your body express itself with elements such as timing and tempo, posture, gestures, and movement qualities. In this series of exercises, each section builds on the previous ones, so try to do these in order.

D1

**Why People Dance - Dance & Dancing: Just Doing What Comes Naturally (artsalive.ca)**

<http://www.artsalive.ca/en/dan/dance101/whydance.asp>

D1, E1, E4,  
E5

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A1, A2, A3,  
A4, A5,

**ArtsAlive.ca - Dance : Making Dance**

<http://www.artsalive.ca/en/dan/make/toolbox/solo.asp>

The Choreographer's Toolbox includes very short video examples of elements of composition: shape, space, timing, dynamics, Solo Versus Group Work, and Form and Structure. The interactive material on this site can serve as an accompaniment to your dance composition rubric. The video examples demonstrate a variety of the elements of choreography students should think about including in their compositions.

A1, E1

**Dance Instruction Manuals: Video Directory**

<http://memory.loc.gov/ammem/dihtml/divideos.html>

The following list describes the 75 video clips that illustrate portions of the Dance Instruction Manuals. These clips were selected from two different videotaping sessions. The first was a public event, "Society Dances and Parlor Amusements in The Great Hall," which took place at the Library of Congress on October 15, 1997. The event, which marked the 100th anniversary of the Library's Jefferson Building, featured late 19th-century dances performed in costume against the backdrop of the Great Hall, with music provided by a wind band using period instruments. The second videotaping session took place in the Library's Coolidge Auditorium on April 14, 1998. The videos from this session feature a pair of dancers demonstrating specific dances or movements from selected manuals in the collection. All time periods are represented in these videos: Renaissance, Baroque, Early Nineteenth-Century, Mid Nineteenth-Century, Late Nineteenth-Century, Ragtime.

A1, A2, A3,  
A4, A5, A6,

**Body Language Movement and Music Activity**

<http://www.worlddartswest.org/plm/guide/activitypages/movemusic/bodylang.shtml>

B1, B3, C1, E1 Some simple movement exercises can help you discover what role your body plays in everyday expression and on the stage. Excluding facial expressions, you can watch your body express itself with elements such as timing and tempo, posture, gestures, and movement qualities. In this series of exercises, each section builds on the previous ones, so try to do these in order.

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A1

**American Ballet Theatre - Ballet Dictionary**

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Welcome to American Ballet Theatre's Online Ballet Dictionary, a unique interactive resource designed to bring dance to the Web and make it accessible to everyone. Dover Publications has graciously allowed the use of 170 terms from the Technical Manual and Dictionary of Classical Ballet, which are then demonstrated by ABT Company dancers.

Additional Resources:

Jazz Terminology <http://www.dance.net/resources/jazzterms/>

Classical Indian Dance <http://cdacademy.webs.com/introduction.htm>

Yoga Terminology <http://www.ashtangayoga.info/practice/asana-sequences/>

Modern Dance Technique Terminology

<http://www.stolaf.edu/depts/dance/faculty/anthony/courses/Modern-Dance-Language.htm>

Glossary of Dance and Theatre Terms used on artsalive

<http://artsalive.ca/en/dan/dance101/glossary.asp>

West Coast Swing Dance Dictionary [http://www.swingworld.com/dance\\_dictionary.htm](http://www.swingworld.com/dance_dictionary.htm)

Hip Hop Terminology <http://www.daveyd.com/historyphysicalgrafittifabel.html> or

<http://chopperdanceblog.com/who-else-wants-to-learn-some-hip-hop-dance-terminology/>

A6

**ArtsAlive.ca - Dance : Making Dance, The Choreographer's Toolbox: Form & Structure**

<http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp>

Once the choreographer has conceived key movement phrases, he or she can combine, manipulate and organize them into longer sequences, paying attention to: 1. the Form and 2. Structure

B2

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## Dance OERs for Grades 6-8

Dance PEI	OER Link and Description
B4	<p><b>Imagining the Environment:</b> <a href="http://artswork.asu.edu/arts/students/tb/99_tg_11.htm">http://artswork.asu.edu/arts/students/tb/99_tg_11.htm</a> Introduction - the nature and importance of the 'environment,' (setting, lights, sound, costumes and props)</p>
C1	<p><b>Masks and Masked Movement Around the World:</b> <a href="http://www.worldartswest.org/plm/guide/locator/maskeddance.shtml">http://www.worldartswest.org/plm/guide/locator/maskeddance.shtml</a> We use our faces to express our feelings and attitudes, but also to hide them! We may "mask" our feelings with our faces. While wearing masks, however, we may actually express ourselves more than ever! Masks are a vehicle for not only personal, but cultural expression worldwide. In every culture around the globe, human beings create and dance with masks. Masks have a great power and magical ability to bring to life many different kinds of beings; spirits, clowns, animals, and ancestors.</p>
E4	<p><b>Why Dance?</b> <a href="http://blog.pilobolus.org/2010/03/23/mailbag-5-why-dance/">http://blog.pilobolus.org/2010/03/23/mailbag-5-why-dance/</a> Why Dance? - In high school, I wanted to become a surgeon, and in college, it was forensic psychiatry, but dance is what fuels my existence. Through hard work, creativity, a desire to succeed, and the knowledge that succeeding means to love my life and what I'm doing, I'm able to have a great career, friends, and family. So, I'm a dancer because I feel that dance is how I express myself to myself, and then to others.</p> <p><a href="http://www1.umn.edu/urelate/newsservice/Multimedia_Videos/limon_dance.htm">http://www1.umn.edu/urelate/newsservice/Multimedia_Videos/limon_dance.htm</a> University of Minnesota students discuss their opportunity to learn from Jose Limon Dance Company's professional dedication</p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/interviews/transcripts/jerome_bel.asp">http://www.artsalive.ca/en/dan/mediatheque/interviews/transcripts/jerome_bel.asp</a> I realized that I was totally happy doing this work and that I got a lot of satisfaction from watching the dancers do what we had asked them to do. It was a very intense feeling.</p>

B3	<p><b>Moccasins Are Made for Dancing:</b>  <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Moccasins%20Are%20Made%20for%20Dancing.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Moccasins Are Made for Dancing.aspx</a>  Students will read either of Tomie DePaola's versions of two Native American legends: The Legend of the Bluebonnet or The Legend of the Indian Paintbrush. After learning basic dance movements, they will create a dance for the legend they read. They will also write about the dance for this legend.</p>
B1	<p><b>ArtsWork - Contrasting Emotions</b>  <a href="http://artswork.asu.edu/arts/teachers/lesson/dance/dance7.htm">http://artswork.asu.edu/arts/teachers/lesson/dance/dance7.htm</a>  Activity: Groups collaborate to create a movement study based on two contrasting emotions they've chosen. They then perform their completed project for their peers. After each movement study is presented, the entire class discusses the choreographic choices of the group, as well as the use of contrast and transition. Be able to explain the reasons for your choreographic choices.</p>
B1	<p><b>ArtsEdge: Inspired by Muses, Graces and Fates</b>  <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Inspired%20by%20Muses%20Graces%20and%20Fates.aspx#Preparation">http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Inspired by Muses Graces and Fates.aspx#Preparation</a>  Discover how artists throughout the ages have used the Muses in literature, music, dance, theatre, and the visual arts. Students then create a line or two of literature, as well as dance, music, and choral speaking performance based on a specific Muse, Grace, or Fate.</p>
A4	<p><b>ArtsWork - Contrasting Emotions</b>  <a href="http://artswork.asu.edu/arts/teachers/lesson/dance/dance7.htm">http://artswork.asu.edu/arts/teachers/lesson/dance/dance7.htm</a>  Students will compare and contrast two dance compositions in terms of space, time, and force/energy. Preparation: Students brainstorm a list of contrasting emotions. Then they are divided into groups. Each group selects two contrasting emotions from the list generated by the entire class. The dance problem to solve is presented: create a group movement study about the selected contrasting emotions.</p>
A2	<p><b>How many ways can a person move?</b>  <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/~link.aspx?id=DBE7B1C90B2E4AB384BCCB6ECB8AE073&amp;z=z">http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/~link.aspx?id=DBE7B1C90B2E4AB384BCCB6ECB8AE073&amp;z=z</a>  Students will explore and discover the elements of dance by demonstrating various simple movements. This exercise will help the teacher assess the students' level of experience and ability with respect to dance. Students will create simple dances in small groups and perform them for the class. Students will manipulate task cards to comprehend the elements of dance and then they will be tested on their knowledge.</p>

A1, A2, A3,  
A5, A6, B1,  
D1, E1,

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A1,

**Elements of Dance**

[http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Elements\\_of\\_Dance.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Elements_of_Dance.aspx)

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A1

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A1, A2, A3,  
A4, A5, A6,  
B1, B3, C1,  
E1

**Body Language Movement and Music Activity**

<http://www.worlddartswest.org/plm/guide/activitypages/movemusic/bodylang.shtml>

Some simple movement exercises can help you discover what role your body plays in everyday expression and on the stage. Excluding facial expressions, you can watch your body express itself with elements such as timing and tempo, posture, gestures, and movement qualities. In this series of exercises, each section builds on the previous ones, so try to do these in order.

E1

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<http://chopperdanceblog.com/who-else-wants-to-learn-some-hip-hop-dance-terminology/>

A6

**ArtsAlive.ca - Dance : Making Dance, The Choreographer's Toolbox: Form & Structure**

<http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp>

Once the choreographer has conceived key movement phrases, he or she can combine, manipulate and organize them into longer sequences, paying attention to: 1. the Form and 2. Structure

B2

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B1

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<http://www.youtube.com/watch?v=EC2prW4FDjA&feature=related> impact by/on society

<http://www.youtube.com/watch?v=9UN68ujZdTE&feature=related>

and the numerous Bob Fosse references listed in this portaportal <http://guest.portaportal.com/jenniferjm>

under CII.b.1 Jazz Bob Fosse – “Chicago”

Chicago the Movie - the history of the production of the story, the musical, & the movie as well as a history of the times related to the movie theme: <http://www.awesomestories.com/flicks/chicago>

Dancin' <http://en.wikipedia.org/wiki/Dancin%27>

## Dance OERs for Grades 9-12

Dance PEI	OER Link and Description
A1, A2, A3, A5, A6, E1,	<p><b>MIT OpenCourseWare: 21M.775 Hip Hop</b> <a href="http://ocw.mit.edu/courses/music-and-theater-arts/21m-775-hip-hop-fall-2007/index.htm">http://ocw.mit.edu/courses/music-and-theater-arts/21m-775-hip-hop-fall-2007/index.htm</a> This class explores the political and aesthetic foundations of hip-hop. Students trace the musical, corporeal, visual, spoken word, and literary manifestations of hip hop over its 30-year presence in the American cultural imagery. Students also investigate specific black cultural practices that have given rise to its various idioms. Students create material culture related to each thematic section of the course. Scheduled work in performance studio helps students understand how hip-hop is created and assessed.</p>
A1	<p><b>Baila! Latin Dance in the Spanish Classroom</b> <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Baila_Latin_Dance.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Baila_Latin_Dance.aspx</a> Learning about Latin American history and culture through dance. Students demonstrate and learn about the Latin dances of salsa, mambo, merengue, rumba, cha cha, bachata, and samba through oral group presentations on each dance.</p>
A4, A6,	<p><b>MIT OpenCourseWare: 21M.675 Dance Theory and Composition</b> <a href="http://ocw.mit.edu/courses/music-and-theater-arts/21m-675-dance-theory-and-composition-fall-2003/index.htm">http://ocw.mit.edu/courses/music-and-theater-arts/21m-675-dance-theory-and-composition-fall-2003/index.htm</a> This course introduces students to the art and formal ideologies of contemporary dance. We explore the aesthetic and technical underpinnings of contemporary dance composition. Basic compositional techniques are discussed and practiced, with an emphasis on principles such as weight, space, time, effort, and shape. Principles of musicality are considered and developed by each student. Working with each other as the raw material of the dance, students develop short compositions that reveal their understanding of basic techniques. Hopefully, students come to understand a range of compositional possibilities available to artists who work with the medium of the human body.</p>
B2, B3, C1	<p><b>Video on Demand - Annenberg Media Learner.org</b> <a href="http://www.learner.org/resources/series165.html">http://www.learner.org/resources/series165.html</a> This is the overview page of “The Arts in Every Classroom: A Video Library, K-5” There are also lesson plans and ideas for using dance in your school.  This site is full of information about how and why arts should be integrated into the classroom. The third video</p>



shows how two teachers with contrasting training and approaches to teaching bring rich dance experiences to students at their arts-based schools. Kathy DeJean, the dance specialist at Lusher Alternative Elementary School in New Orleans, promotes inquiry and self-expression in a multi-grade dance class. Scott Pivnik, a former physical education teacher at P.S. 156 (The Waverly School of the Arts) in Brooklyn, New York, uses African dance as a gateway to geography, writing, and personal growth for a class of second-graders. The third video: “3. Teaching Dance” is a pop-up link at [http://www.learner.org/vod/vod\\_window.html?pid=1755](http://www.learner.org/vod/vod_window.html?pid=1755) If your computer has a pop-up blocker you may need to click the VoD link twice.

Similar resources include –

Resource: The Art of Teaching the Arts: A Workshop for High School Teachers

<http://www.learner.org/resources/series202.html>

The Art of Teaching the Arts: A Workshop for High School Teachers is an eight-part professional development workshop for use by high school dance, music, theatre, and visual art teachers. The workshop examines how principles of good teaching are carried out in teaching the arts at the high school level.

B4

**Project Bandaloop - aerial dance**

<http://projectbandaloop.org/videos.html>

Examples of dancers relying on technical theater devices

D1, E1

**MIT OpenCourseWare: 21M.670 Traditions in American Concert Dance: Gender & Autobiography**

<http://ocw.mit.edu/courses/music-and-theater-arts/21m-670-traditions-in-american-concert-dance-gender-and-autobiography-spring-2008/index.htm>

This course explores the forms, contents, and context of world traditions in dance that played a crucial role in shaping American concert dance. For example, we will identify dances from an African American vernacular tradition that were transferred from the social space to the concert stage. We will explore the artistic lives of such American dance artists as Katherine Dunham, Pearl Primus, and Alvin Ailey along with Isadora Duncan, Martha Graham, George Balanchine, and Merce Cunningham as American dance innovators. Of particular importance to our investigation will be the construction of gender and autobiography that lie at the heart of concert dance practice and the ways in which American artists have choreographed these qualities.

D1

**So What Do You Think?**

<http://www.readwritethink.org/classroom-resources/lesson-plans/what-think-writing-review-876.html>

Writing a Review lesson plan Teenagers are often outspoken and opinionated. Writing reviews of the dances they see gives them a chance to express their ideas while developing style and voice. (This lesson fits D1b. D1b.1 asks

students to compare two renditions of the same dance theme. Below are some resources to help teachers with that.)

- **Swan Lake - Classical vs. Ballet Trockadero**

Maya Plisetskaya dances the Dying Swan (vaimusic.com) <http://www.youtube.com/watch?v=fWYYQN-6tJg>  
vs. Les Ballets Trockadero - the dying swan <http://www.youtube.com/watch?v=wxNHbIDuH2M>

- **The Nutcracker - Ballet vs. Mark Morris**

The Nutcracker choreographed by Rudolf Nureyev. Ballet de l'Opéra National de Paris

<http://www.youtube.com/watch?v=OiesUxEvN-Q>

& Bolshoi Ballet; The Nutcracker; Snowflakes (Clara- Natalia Arkipova, Prince- Irek Mukhamedov)

<http://www.youtube.com/watch?v=DBeUxXSNiFc&feature=PlayList&p=38E1DC5D39D4EF63&index=0&playnext=1>

vs. The Hard Nut: A Look Back - Mark Morris <http://www.youtube.com/watch?v=drFs3cWP1uw&feature=related>

& Waltz of the Snowflakes by Mark Morris <http://www.youtube.com/watch?v=LsK33m6f3o8&feature=related>

- **Deer Mask Dance - Ballet vs. Folk**

Ballet folklórico de México - danza del venado [http://www.youtube.com/watch?v=Q2npNtRk\\_Kc&feature=related](http://www.youtube.com/watch?v=Q2npNtRk_Kc&feature=related)

vs. Mexican Indian Deer Dance <http://www.youtube.com/watch?v=jWYPNQiivIIw>

D1, E1

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<http://www.youtube.com/watch?v=9UN68ujZdTE&feature=related>  
and the numerous Bob Fosse references listed in this portaportal <http://guest.portaportal.com/jenniferjm> under  
CII.b.1 Jazz Bob Fosse – “Chicago”  
Chicago the Movie - the history of the production of the story, the musical, & the movie as well as a history of the  
times related to the movie theme: <http://www.awesomestories.com/flicks/chicago>  
Dancin’ <http://en.wikipedia.org/wiki/Dancin%27>

E1, E2

**Harlem Renaissance Retrospective: Connecting Art, Music, Dance, and Poetry**

<http://www.readwritethink.org/classroom-resources/lesson-plans/harlem-renaissance-retrospective-connecting-252.html>

The Harlem Renaissance was a vibrant time that was characterized by innovations in art, literature, music, poetry, and dance. In this unit, students conduct Internet research, work with an interactive Venn diagram tool, and create a museum exhibit that highlights the work of selected artists, musicians, and poets. The goal of this unit is to help students understand the historical context of the Harlem Renaissance and what kind of impact it had on African Americans in the United States. Critical thinking, creativity, and interdisciplinary connections are emphasized.--  
ReadWriteThink.org (International Reading Association & Thinkfinity)

Additional resources for Harlem arts maybe found at:

Dance Theatre of Harlem <http://www.teachersdomain.org/resource/vtl07.la.rv.text.danceharl/>

This video segment from A Walk Through Harlem features Arthur Mitchell, the artistic director and former dancer who founded the Dance Theatre of Harlem. In 1968, the assassination of Dr. Martin Luther King had a profound impact upon Miller who decided to return to his old neighborhood to teach dance, thinking the discipline, focus and technique would energize African American children in their everyday lives. Often considered to be an excellent classical ballet dancer, Mitchell was also thought of as an exception to the rule. He believed, however, given the opportunity, African American dancers could also excel in classical ballet. The school now has more than 1000 young people of diverse ethnic backgrounds and cultures.

Norma Miller swings at the Savoy - Video & Audio :: Smithsonian Lemelson Center

<http://invention.smithsonian.org/video/vid-popup.aspx?clip=1&id=479>

Known by many as the “Queen of Swing,” Norma Miller holds an important place in jazz history. She is among the originators of the Lindy-hop, an energetic swing dance that began in Harlem in the late 1920s. The Lindy-hop became a dance craze in the 1930s and remains popular to this day.

Drop Me Off in Harlem [http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Musical\\_Harlem.aspx#Preparation](http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Musical_Harlem.aspx#Preparation)

E2

### **Noh Theater**

[http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Noh\\_Theater.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Noh_Theater.aspx)

In this lesson, students study the art of the Japanese Noh theater and act out a Noh play. In learning about the history, theatrical elements, music and dance, and costuming, they are also comparing and contrasting these to the other theater elements they have studied involving Greek, Elizabethan and Modern Theater.

E2

### **.The Poetics of Hip Hop**

[http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Poetics\\_of\\_Hip\\_Hop.aspx](http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Poetics_of_Hip_Hop.aspx)

E2

### **Dance is not Dance: Hip Hop meets Modern Dance**

<http://artsedge.kennedy-center.org/multimedia/VideoStories/culture-connect/modern-dance.aspx>

E3

### **Goal Setting part 2: Rock n Roll Goal Setting Lessons**

<http://mindofchampions.com/goal-setting-rock-and-roll-goals/>

Map out your future, but do it in pencil. ~ Jon Bon Jovi [Take this lesson & apply it to dance.] Malcolm Gladwell tells us in his book Outliers that it takes about 10,000 hours of deliberate practice to reach mastery. That's a lot of rehearsals. Goal setting means working hard to produce something. Bono commended the willingness of U2 guitarist, "The Edge," to follow the jazzmen's maxim to "own your own tone and you will become contagious." Important advice when it comes to being authentic, following your gut, and setting goals centered on what motivates and matters most to you. You got to really own your goals to make them come alive. I think John Lennon said, "life is what happens when you're busy making other plans." Regardless of expectations, goal setting and accomplishment are rarely linear paths. We usually zig-zag toward our dreams-failing some, succeeding some. Two steps forward; one step back. There's a good rhythm in that. It is like a dance; the magic of flow.

### **The Juilliard School - The Dance Division**

<http://www.juilliard.edu/college/dance/index.html>

At Juilliard, dancers learn what is essential to cross the bridge from studio to stage. Dancing alone or with others, they work to perfect the body as a communicative instrument. Dance students learn what it means to be a professional, from the smallest detail of reading a rehearsal schedule to the appropriate manner of bowing at the end of a performance. Guided by highly regarded artists, they develop the ability to live in the moment in a way that gives their dancing excitement, veracity, and eloquence.

### **Goal Setting | Education.com**

<http://www.education.com/reference/article/goal-setting/>

**PEDAGOGY** - Goal setting is a component of students' motivation, self-regulation, & achievement in academic settings. Students can be taught how to set goals, to recognize the steps involved in completing a project, how much time is required to complete those steps, and that a key to completing a long-term task is to divide it into short-term goals. Educators can teach students to subdivide a task into proximal and specific steps, such as deciding on the topic, doing library and Internet research, outlining the project/paper, and creating a first draft. Timelines can be established for the sub-goals. As students gain experience with goal setting, they will be able to set realistic goals on their own. Students' learning, motivation, & self-regulation can be improved when students pursue goals that are specific, proximal, & moderately difficult, receive feedback on their goal progress, focus their attention on learning processes, & shift their focus to outcome goals as their skills develop.

D1, E1, E4,  
E5

### **People Like Me Viewer's Guide**

<http://www.worldartswest.org/main/program.asp>

People Like Me, the arts education program of the San Francisco Ethnic Dance Festival and World Arts West includes: Activity pages, related topics and discussion guides for students to do and discuss prior to viewing or studying different dance styles, and many of the guided discussions are based on curriculum topics.

For examples of People Like Me Viewer's Guide: Activity Pages go to:

### **Why and How We Dance**

<http://www.worlddartswest.org/plm/guide/activitypages/thinktalk/whyhow.shtml>

People dance everywhere in the world. Dance tells us something about the way people think, what they feel and who they are. Dance can be done for many reasons. Ask your students, and list on the board, reasons they might dance. Topics on the page include: Why do we dance? | The primary tool of dance is the human body | Natural and Internal Environment | Internal environment | Interpersonal Environment | Music | Rhythm and Movement: Drums and Feet | Movement Styles

A1

### **ArtsAlive.ca - Dance : Making Dance**

<http://www.artsalive.ca/en/dan/make/toolbox/solo.asp>

The Choreographer's Toolbox includes very short video examples of elements of composition: shape, space, timing, dynamics, Solo Versus Group Work, and Form and Structure. The interactive material on this site can serve as an accompaniment to your dance composition rubric. The video examples demonstrate a variety of the elements of choreography students should think about including in their compositions.

A1

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B1

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Choreographer and director Bob Fosse was the only person ever to win a Tony, an Oscar, and an Emmy award in the same year -- 1973. In this lesson, students will collect information about Fosse, read reviews of his work, and write their own review after watching one of his films. Students will also explore the impact Fosse had on modern dance by viewing and comparing Fosse dances to current music videos.

Additional resources on Bob Fosse:

[http://en.wikipedia.org/wiki/Bob\\_Fosse](http://en.wikipedia.org/wiki/Bob_Fosse)

for video clips of Bob Fosse dances:

<http://www.youtube.com/watch?v=Y8akvxDJQVc&feature=related>

<http://www.youtube.com/watch?v=EC2prW4FDjA&feature=related> impact by/on society



<http://www.youtube.com/watch?v=9UN68ujZdTE&feature=related>

and the numerous Bob Fosse references listed in this portaportal <http://guest.portaportal.com/jenniferjm> under CII.b.1 Jazz Bob Fosse – “Chicago”

Chicago the Movie - the history of the production of the story, the musical, & the movie as well as a history of the times related to the movie theme: <http://www.awesomestories.com/flicks/chicago>

Dancin' <http://en.wikipedia.org/wiki/Dancin%27>

A1, A2, A3,  
A5, A6, B1,  
D1, E1,

**ARTSEGE: Martha Graham - A Dancer's Journal**

<http://artsedge.kennedy-center.org/multimedia/series/AEMicrosites/martha-graham.aspx>

This Web site, "A Dancer's Journal: Learning to Perform the Dances of Martha Graham" is a multimedia exploration designed for students in grades 5-12.

Suggested Use

This interactive site introduces students to the life and work of Martha Graham, known as "the mother of modern dance." Students will learn about specific Graham dances through the journals of Jordy Kandinsky, a (fictional) new member of the Martha Graham Dance Company. In Jordy's journals, students will find letters, newspaper articles, checklists, photographs, video clips, and music that illuminate various aspects of the dance Jordy is learning. Jordy's journals for four Graham dances—Lamentation, Appalachian Spring, Errand into the Maze and Diversion of Angels.

Additional Resources:

Martha Graham: About the Dancer <http://www.pbs.org/wnet/americanmasters/episodes/martha-graham/about-the-dancer/497/>

Biography of Martha Graham

<http://www.dancehelp.com/articles/modern-dance/martha-graham.aspx>

Martha Graham Center of Contemporary Dance

<http://marthagraham.org/center/>

Martha Graham Resources

<http://marthagraham.org/resources/links.php>

Martha Graham and Modern American Dance

<http://www.electricscotland.com/HISTORY/women/wih6.htm>

A YouTube videos of Graham technique

<http://www.youtube.com/watch?v=p78zYG6-aHI&feature=related>

<http://www.youtube.com/watch?v=Lr8OqS7glxk&feature=related>

<http://www.youtube.com/watch?v=HKjFdmIIVMs&feature=related>