

5. Demonstrate understanding of dance in various cultures and historical periods K-4

Students will:

- a. perform folk dances from various cultures with competence and confidence
- b. perform a dance from a resource in their own community; describe the cultural and/or historical context (how and why this dance is/was performed)
- c. answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?)

Grade 2 Students:

2.5.1 perform folk dances from various cultures with competence and confidence e.g. A Japanese “welcome” dance, an English Maypole dance, an English country dance, a simple Tarantella(Italian) , La Plena (Puerto Rican)

(a)

2.5.2 perform folk dances in a particular culture and time period with competence and confidence, and answer questions about the dance e.g. Students perform a dance from another historical period and explain its origins e.g a medieval *Farandole*(chain dance), taking turns as leaders and demonstrating several “snail shell” patterns (representing the story of Theseus and the Minotaur, or, going down into the underworld and returning) (a & c)

2.5.3 answer questions about dance in a particular culture and time period e.g. Students view a video of folk dances from diverse cultures and describe the dances’ obvious characteristics (in structure and content) in discussion with the teacher (c)

2.5.4 perform a dance from a resource in their own community; describe the cultural and/or historical context e.g. Students demonstrate Irish step dance, or the basic positions of classical ballet and explain their origins (in simple terms).

2.5.5 demonstrate fundamental concepts of classical ballet e.g. Students demonstrate foot and arm positions

Grade 4 Students:

4.5.1 perform folk dances from various cultures with competence and confidence e.g. Students demonstrate a range of different folk dance “steps” — a *grape vine* step, *Chug*, pivot step *Allemande left* and *Dos- a- dos*. (a)

4.5.2 perform a dance from a resource in their own community; describe the cultural and/or historical context e.g. Students demonstrate fundamental concepts of classical ballet technique, such as basic foot and arm positions, *plier*, *tendue* , *relevé*, *sauter* , explaining these terms, or the basic steps of tap dance and tap’s origins. (b)

4.5.3 perform folk dances from various cultures with competence and confidence and answer questions about dance in a particular culture e.g. American square dance, a waltz, a polka, a Greek Hora, Tarantella(a & c)

4.5.4 answer questions about dance in a particular time period or culture e.g. Students view *Minuet* and *Salsa* and compare them in class discussion (c)

5. Demonstrate an understanding of dance in various cultures and historical periods 5-8

Students will:

- a. competently perform folk traditional and/or classical dances from various cultures or time periods; describe similarities and differences in steps and movement styles
- b. competently perform folk, social, and/or theatrical dances from a broad spectrum of 20th-century America
- c. learn from resources (such as people, books, and video) in their own community a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers
- d. describe the role of dance in at least two different cultures or time periods

Grade 6 Students:

5.6.1 competently perform folk traditional and/or classical dances from various cultures or time periods; describe similarities and differences in steps and movement style e.g. Students perform African “boot” dances, American Contra dances, French dances, and explain their differences (a)

5.6.2 competently perform folk, social, and/or theatrical dances from a broad spectrum of 20th-century America describe similarities and differences in steps and movement styles e.g. 1) Students compare American social dance during Colonial times and the *Meringue*.
2) Students compare the partner-work in Swing dance and *Pasa Doble*. (b & a)

5.6.3 learn from resources (such as people, books, and video) in their own community a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers e.g.
1) Students learn a country “line” dance from a member of the local community and teach it to their classmates explaining the origins of the dance 2) Students research famous dance personalities in their local area, or in Connecticut, and present the results of their research to their classmates. (c)

5.6.4 describe the role of dance in at least two different cultures or time periods e.g. temple dancing from Bali, and break dance in America.

Grade 8 Students:

5.8.1 competently perform folk traditional and/or classical dances from various cultures or time periods; describe similarities and differences in steps and movement styles
e.g. 1) Students compare Israeli folk dance to Irish folk dance with regard to foot patterns and rhythms.
2) Students demonstrate and explain how particular European social dance (*Quadrille*) was transformed in its journey to the Caribbean (a, d)

5.8.2 competently perform folk, social, and/or theatrical dances from a broad spectrum of 20th-century America
e.g. Students create a “dancing timeline” for American popular (b)

5.8.3 learn from resources (such as people, books, and video) in their own community a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers
e. g. 1) Students research the history of ballroom dance, classical ballet, or West African dance, and present the information in writing, with illustrations, and with practical demonstration 2) Students research and create choreographic “family trees” for CT’s choreographers and dance companies using the Internet, and share the “family trees” in class presentations (c)

5.8.4 describe the role of dance in at least two different cultures or time periods e.g. Students compare the role of dance at the French Court of Louis XIV and in West African traditional dance. (d)

5. Demonstrate an understanding of dance in various cultures and historical periods 9-12

Students will:

- a. perform or discuss the traditions and technique of a classical dance form
- b. perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms
- c. create a time line illustrating important dance events in the 20th century
- d. analyze historical and cultural images of the body in dance and compare these to contemporary images
- e. create and answer questions about dance and dancers prior to the 20th century

Grade 10 Students:

5.10.1 perform or discuss the traditions and technique of a classical dance form e.g. Students perform a French court dance from the 17th Century and explain how the dances of this period laid the foundations for classical ballet.(a)

5.10.2 perform and describe similarities and differences between two contemporary theatrical forms of dance or two folk dance forms e.g 1) Students describe the similarities and differences between classical ballet and post modern dance 2) Students demonstrate and explain fundamental technique and dance vocabulary for two different cultural or theatrical forms such as the main ballroom dances (quickstep, waltz, foxtrot, tango); Latin American dances (rhumba, samba, cha-cha-cha, & pasa doble); classical ballet; dances from different regions of Africa; or a classical Indian dance form. 3) Students demonstrate two different folk dances from two different cultures and discuss the differences or similarities in use of rhythm and energy. For example, the differences between the Hora and the Tarantella.(b)

5.10.3 create a time line illustrating important dance events in the 20th century. (c)

5.10.4 analyze historical and cultural images of the body in dance and compare these to contemporary images e.g. Students describe ballet costumes of the European court ballets of the 17th & 18th century and compare them with the costumes worn today in neo classical ballet. (d)

5.10.5 create and answer questions about dance and dancers prior to the 20th century e.g. 1) research and create a “family tree” illustrating how different 20th century forms and/or choreographers were affected by their predecessors. For example, how 20th Century American modern dance was affected by Isadora Duncan. 2) Students research and compare the role of dance rituals in a range of different cultures - western and non-western (war, fertility, hunting, celebration, harvest). (e)

Grade 12 Students:

5.12.1 perform or discuss the traditions and technique of a classical dance form e.g. South Asian Bharata Natyam , Kathak or Odissi dance; (a)

5.12.2 perform and describe similarities and differences between two contemporary theatrical forms e.g. 1) Students research and compare modern dance from two different eras of the 20th Century — 1940s and 1960s. 2) perform examples of dance vocabulary from two different cultural forms and explain how one is derived from the other. For example, African dance and jazz dance (b)

5.12.3 analyze historical and cultural images of the body in dance and compare these to contemporary images e.g. research, compare and contrast a range of dance costumes from different theatrical and cultural traditions (including contemporary costumes) and discuss the range of attitudes to the dancer’s body (d)

5.12.4 discuss the traditions and techniques of a range of forms ; describe their similarities and differences; understand the timeline of their evolution; analyze the cultural images of the body; and create and answer questions about this evolution e.g 1) Students research and describe the evolution of classical ballet from Baroque technique to contemporary ballet; traditional Irish step dancing to *River Dance*; tap dance from its earliest forms to *Bring in da noise, Bring in da funk*. 2) Students view a video of an authentic, indigenous dance which has inspired a contemporary theatrical choreography and discuss how the original dance is observable in the new form and the changes that have been made. For example American Square dance in Agnes DeMille’s *Rodeo*, New Zealand’s Aboriginal dance in Yiri Kilyan’s *Stamping Ground*; Flamenco dance with the Spanish dance from *Nutcracker* or *Swan Lake*. (a, b, c, d & e)