

**Curriculum Development Overview
Unit Planning for 7th Grade Dance**

Unit Title	African Exploration		Length of Unit	6 weeks/9 contact hours
Focusing Lens(es)	Origins	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.7-S.1-GLE.2, DA09-GR.7-S.1-GLE.3 DA09-GR.7-S.2-GLE.1, DA09-GR.7-S.2-GLE.2, DA09-GR.7-S.2-GLE.3 DA09-GR.7-S.3-GLE.1, DA09-GR.7-S.3-GLE.2 DA09-GR.7-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How is memorized choreography different from improvisation? (DA09-GR.7-S.1-GLE.2-IQ.3) and (DA09-GR.7-S.2-GLE.3-IQ.3) and (DA09-GR.7-S.3-GLE.1-IQ.1,GLE.2) • What makes an ensemble effective? • To what extent do costumes determine how dancers move? How is this related to what they are trying to convey as a culture? Is African dance derived from tap dancing or is tap dancing derived from African dance? Why ? 			
Unit Strands	Performance (indigenous African dance phrases) Create (an indigenous ensemble dance phrase) Context (connect the rhythms and movements to the intent of the indigenous dance phrase) Respond (identify cultural elements in the indigenous dance phrase)			
Concepts	Culture, Tradition, Expressions, Movement, Space/Time/Energy, Symbolism, Dance environment/Space			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Space in multiple environments determine and influence movement traditions. (DA09-GR.7-S.1-GLE.3) and (DA09-GR.7-S.2-GLE.2) and (DA09-GR.7-S.3-GLE.1, 2)	What are examples of how environments are depicted in African dance?	How is the environment represented in African dance?
Movements from African cultures contribute to contemporary dance traditions. (DA09-GR.7-S.1-GLE.3) and (DA09-GR.7-S.2-GLE.1, 2) and (DA09-GR.7-S.3-GLE.1, 2) and (DA09-GR.7-S.4-GLE.1)	In what ways is tap dance derived from African traditions?	What African dance elements can be seen in tap dance?
Cultural ideals and beliefs are often embedded in dance forms through symbolism (DA09-GR.7-S.1-GLE.3) and (DA09-GR.7-S.2-GLE.2) and (DA09-GR.7-S.3-GLE.2)	Are wind, fire, water and earth incorporated symbolically into African dance?	How does dance tell a cultural story?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The definition of the terms indigenous and tribal (DA09-GR.7-S.1-GLE.3) and (DA09-GR.7-S.2-GLE.1) and (DA09-GR.7-S.3-GLE.1, 2) and (DA09-GR.7-S.4-GLE.1) • The technique of learning dance patterns through cultural storytelling (example: the killing of an animal). (DA09-GR.7-S.1-GLE.3) and (DA09-GR.7-S.2-GLE.2) and (DA09-GR.7-S.3-GLE.1, 2) • The technique of learning dance patterns through organic cultural processes (example: the process of picking a fruit). (DA09-GR.7-S.1-GLE.3) and (DA09-GR.7-S.2-GLE.2) and (DA09-GR.7-S.3-GLE.1, 2) • Appropriate responses to different forms of dance. (DA09-GR.7-S.1-GLE.2) and (DA09-GR.7-S.2-GLE.2) and (DA09-GR.7-S.3-GLE.1, 2) and (DA09-GR.7-S.4-GLE.1) • Correct interpretation of African dance symbolism. (DA09-GR.7-S.1-GLE.2) and (DA09-GR.7-S.2-GLE.2) and (DA09-GR.7-S.3-GLE.1, 2) and (DA09-GR.7-S.4-GLE.1) • Ways that the environment is reflected in the indigenous dances of Africa. (DA09-GR.7-S.1-GLE.3) and (DA09-GR.7-S.2-GLE.2) and (DA09-GR.7-S.3-GLE.1, 2) 	<ul style="list-style-type: none"> • Perform a prescribed choreographic work in a formal setting (DA09-GR.7-S.1-GLE.2-EO.b) • Integrate world dance choreography into a solo, duet, or group work (DA09-GR.7-S.2-GLE.3-EO.b) • Identify, describe, compare and contrast selected dance styles and genres (DA09-GR.7-S.3-GLE.1-EO.a) • Understand the impact of culture and geographic origins on the characteristics, costumes, and styles of dances (DA09-GR.7-S.4-GLE.1-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The movement of African tribal dances correlates to elements of tap dancing in its use of step, stomp, dig, drag, slide and other terms often associated with tap dancing.</i></p>
<p>Academic Vocabulary:</p>	<p>Culture, Tradition, Expressions, Movement, Space/Time/Energy, Indigenous, Tribe.</p>
<p>Technical Vocabulary:</p>	<p>Step, Stamp, Stomp, Dig, Drag, Draw, Slide, Knock, Slam, Flap, Shuffle, Spank, Brush, Crawl, Toe-Drops, Heel-Drops, Ball-Change, Riff, Para-Dittles (Paddle-N-Roll), Thirds (Triplets), Touch, Cramp Rolls, Flash-Steps, Wings, Pick-Ups (Pull-Backs), Shiggity Bops, Swaps, Straight Time, Swung Time, Syncopation, Bar Of Music, Time-Signature, Keeping Time, Groove, Simple Time-Step.</p>