



Tuesday 11/01/2022

Week 1

### Performing Arts Grade 3

#### Pop Culture-Evolution of Dance Compare/Contrast

##### Arts Standards & Common Core Connections

DA:Re7 Perceive and analyze artistic work

DA:Re7.1.3b Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.

DA:Re9.1.3a Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

DA:Re9 Apply criteria to evaluate artistic work.

DA:Cr1 Generate and conceptualize artistic ideas and work.

The student will compare and contrast different dance styles from the 1920's- 2000's.  
The student will choose a dance to learn and perform.

##### Vocabulary

**Evolution of dance:** The change in style of dance through the decades.

**Compare:** Examining two or more objects to see how they are similar.

**Contrast:** Examining two or more objects to see how they are different.

##### Essential Question

What are some of the similarities and differences between dances now and in the past?

Which dance did you enjoy the best?

##### Lesson / Instruction / Narrative

Greet the students and show them a feelings chart ask them how they are feeling today and let them know to hold up the number of fingers for the feeling they are having today. Once you are finished with this let the students know we will be warming up have them stand up. Put on Encanto Yoga Freeze Dance Find Bruno-<http://youtu.be/CYSktqk59ig> once they finish have them sit down.

Next discuss vocabulary find out what they know about pop culture then go over what it means. Then let the students know we will be watching a video about the evolution of dance-  
<http://youtu.be/uqHt2VeYJN4> tell the students to look at the similarities and differences between these dances and some of the dances we do now. Once you watch this video ask questions and give time for responses. Have students compare and contrast dances from this period to a dance they do now example "In My Feelings" or Kiki challenge. Pass out a Venn diagram and have students turn to a partner next to them to discuss some of the similarities and differences. Give them a couple of minutes to discuss then have them share what they thought.

Finally ask the students what was their favorite dance and watch the video one more time so the students can choose one to practice and perform. If there is still time after this extend the lesson by giving the students a chance to show a dance they know that was not on our list.



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## Formative Assessments

### Admission/Exit Tickets

Responses to questions posed at the beginning or end of a lesson or class to assess understanding of key concepts.

### Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

### Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

### Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify

### Leadership

Looking at students who show leadership - can assist Peers with their work and or show leadership in small group work.

### Oral Discussions

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

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## Instructional Strategies

§ Check for Understanding

§ Expectations

§ Get Moving - Physical Activity

§ Monitor Progress

§ Review

§ Share/discuss with a partner or table group

§ Work Together

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## Materials / Resources / Technology

Power point presentation

Music

Self

Compare/ Contrast Paper

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## Differentiation / Modifications

Students who can not stand up to dance may modify and do something while they are sitting.

ELL students will be provided visual ques and English to Spanish words so they can understand.