

## Research It

**Level: 5/6**

**Years 9/10**

**Duration: 6 lessons (approximately)**

This is a differentiated dance unit where students complete a choice of activities from a table of tasks about a dance genre. The tasks are arranged in columns of increasing complexity and provide opportunities for students to display skills in a variety of areas.

The unit can be conducted as an individual or group activity and includes a presentation lesson/s where students display, teach or perform their work to the class.

There are 6 templates available to use as designed or altered to suit the class and teacher

### **Key Competency**

**Using Language, Symbols and Texts** Students will find, read, interpret, select, organize and present information in a variety of ways from a variety of sources.

### **Resources**

Ministry of Education Dance Wall Charts - UC strand

TKI website: [www.tki.org.nz/r/arts/dance/uc\\_7-10\\_e.php](http://www.tki.org.nz/r/arts/dance/uc_7-10_e.php) - Questions and activities to accompany the UC wall chart

Discovering Dance DVD - Video footage of different dance genre

World Map, Stick-on stationery notes

The differentiated task - see below

School library

Dance Teacher's Tool Kit (see

[http://arts.unitec.ac.nz/resources/units/dancing\\_competencies/tool\\_kit/](http://arts.unitec.ac.nz/resources/units/dancing_competencies/tool_kit/)): Dance Vocabulary Cards, Using Dance Vocabulary Cards, A Dance Review.

Reference books:

- Snook, Barbara (2004). Dance Count Me In! Australia, McGraw-Hill

- Kassing, G. (2007) *History of Dance: an interactive arts approach*, Human Kinetics, Champaign, IL.

## Research a Dance genre

Choose a dance style (genre) that interests you.

Study the activities on the chart below and select one from each column to complete for your assignment. You may complete more if you wish!

<p><b>The Costumes</b></p> <p>What <b>costumes</b> are worn for your dance? Create a page of illustrations or pictures, and a brief written description.</p>	<p><b>The Dancers</b></p> <p>Who dances your dance style? Write a paragraph to explain this and why these people perform it.</p>	<p><b>Performance Skills</b></p> <p>What <b>skills</b> do you need to perform your dance style? Give a reason for each skill.</p>	<p><b>Where it came from</b></p> <p>Research the <b>history</b> or <b>origin</b> of your dance. When did it begin? Why did it begin? Who were the first performers?</p>
<p><b>The Music</b></p> <p>What <b>music</b> is used for your dance? Create a page of illustrations or pictures, and a brief written description.</p>	<p><b>How to learn</b></p> <p>Someone asks you where he or she would go to learn your dance style. What is your reply? Be detailed - research places that teach or perform your dance style</p>	<p><b>Changes</b></p> <p>In what ways has your dance <b>changed</b> since it first began? Your answer should include references to the technique and skills needed, the audience, the costumes and the music.</p>	<p><b>Comparing &amp; Contrast</b></p> <p><b>Compare</b> your dance style with a completely <b>different</b> dance style. Make a table showing similarities and differences</p>
<p><b>A Poster</b></p> <p>You are starting to teach your dance style in your local area. Create a <b>poster</b> to advertise it to the public.</p>	<p><b>How to perform the dance</b></p> <p>Explain your dance genre/style to someone who has never seen it before. Be as detailed as possible.</p>	<p><b>A famous dancer</b></p> <p>Research the life of a <b>famous dancer</b> of your dance style/genre. Present your research on a poster and include illustrations or pictures.</p>	<p><b>Perform or Teach</b></p> <p>Learn some steps from your dance style/genre and show or teach them to the class.</p>

## **Achievement Objectives**

### **Understanding Dance in Context (UC)**

Level 5: Students will compare and contrast dances from a variety of past and present cultures and contexts

Level 6: Students will explore, investigate and describe the features and background of a variety of genres/styles

### **Developing Practical Knowledge in Dance (PK)**

Level 5: Students will develop a variety of skills, dance techniques, vocabularies and movement practices.

## **Specific Learning Outcomes**

The student will:

- Perform short phrases of movement using appropriate genre style and technique (PK & UC)
- Identify and describe features of a selected dance genre (UC)
- Present dance genre research in poster form, written, or practically (UC)

## **Suggested Learning Sequence**

1. Prior to the start of the unit, visit the school librarian and ask for a selection of Dance books to be displayed in a prominent place in the library. It may also be possible for the librarian to borrow more books from the National Library or other sources.

### **2. Different Dance Genres**

- Hang the world map in a prominent place.
- Place any available dance genre reference books around the room.
- Hang the UC Wall Chart in a prominent place.
- Introduce the class to the word 'genre' (dance style).
- Brainstorm names of several genres - such as Poi, Sasa and use the world map to identify the countries where the dances come from.
- Arrange the class in groups of 3-4 and allocate a block of stick on notes to each group.

- Give the students 10-15 minutes to brainstorm more dance genres in their groups and encourage the students to use the wall charts and reference books to find more. They write the names on the stick-on notes and place them on the world map in the correct places. (It does not matter if the same genre is identified more than once).
- Discuss the results as a class. There may be many blank spaces on the map at this stage. It is intended more genres are added as the unit progresses.

### 3. Study the UC Wall chart

Use the TKI Dance Wall Charts UC starter questions.

What different genres can you see?

Where do they come from?

Discuss other features such as costuming and the music.

Some students can add any new dance genre to the world map

### 4. Discovering Dance DVD

Show a selection of tracks - both familiar and unfamiliar.

As the students are watching, encourage them to be thinking about the Elements of Dance and specific features of each genre:

- Body: Posture/stance, body shape, important body parts, body bases, locomotor and non-locomotor movements
- Space: Formations, Directions, Levels used, Pathways,
- Time: The pace of the music that may be used, body percussion, voice, control
- Energy: Strong and energetic/gentle and smooth
- Relationships: group, solo, duo, contact, lifts

As new genres are identified, more notes could be added to the world map.

A Dance Review (see

[http://arts.unitec.ac.nz/resources/units/dancing\\_competencies/toolkit/dance\\_review.doc](http://arts.unitec.ac.nz/resources/units/dancing_competencies/toolkit/dance_review.doc)) could be used to summarize a genre.

## 5. 'Assume the Pose'

Place Dance Vocabulary Cards (see [http://arts.unitec.ac.nz/resources/units/dancing\\_competencies/tool\\_kit/dance\\_vocabulary\\_cards.doc](http://arts.unitec.ac.nz/resources/units/dancing_competencies/tool_kit/dance_vocabulary_cards.doc)) - Body Shape, Body Parts, Level, Focus, Energy and Orientation in a prominent place and discuss their meanings.

Students stand in a space around the room.

The teacher calls out the name of a previously discussed dance genre and the students 'assume the pose' of that genre, with reference to the previously discussed dance vocabulary.

For example:

**Haka** - Body Shape = squat, feet flat and apart; Body Parts = arms held in front of chest and bent at the elbows, knees bent, feet turned out; Energy = strong, fists clenched.

**Ballet** - Body Shape = upright, extended; Body Parts = head held erect, arms gently curved, back straight, toes pointed; Level = high

This activity could be extended to include groups of students moving quickly into the appropriate formation for some genre.

It could also include short movement phrases of each genre.

## 6. Give out the differentiated task sheet and discuss.

The unit could be used in several ways.

- A focus on **one** main genre study in the dance programme
- A **choice** of genres and students could focus on a dance style that they are very interested in.
- An individual assignment.
- A group assignment where each group researches a different genre, with a presentation at the end.
- A minimum number of activities could be completed.
- Each column could be worth points - from 3-6 for example so that students are encouraged to try more of the higher value tasks.
- Some activities could be compulsory for everyone to complete to allow for comparisons at the end.

- Invited guests (especially family members) could be used as resource experts.
- Some tasks could be given for homework, provided all students have the necessary information to work with.
- The final presentation/teach activity could become a major focus, with emphasis placed on it from the beginning.

## 7. Reading and understanding text

There can be a temptation for some students to find information off the Internet, change the font style and hand it in as their own work. This can be because the text they are using is too difficult, or they do not have enough experience in summarizing text.

The following templates have been designed to encourage students to reorganize and present information in new ways.

### The Six Templates

**AIM:** To help students organize information from text.

- **A summary page** about the history/origin of the dance genre
- **A Sequence of Events.** Information about a famous dancer is summarized into five boxes, which can then be written into the required format for the assignment activity
- **Comparing and Contrasting Genres.** The information is ordered into a Venn diagram with the similarities in the overlapping section
- **Describing the Dance Genre.** This is a page for students to focus on what the dance looks like in terms of the Elements of Dance
- **Skills Needed to Perform the Dance Genre.** Skills can be identified with the reasons **why** the skill is required.
- **A Summary Page** of information about the genre in general. This is a page where students can record brief notes about the history, the

style, a famous performer, who performs the genre, the costumes and the music.

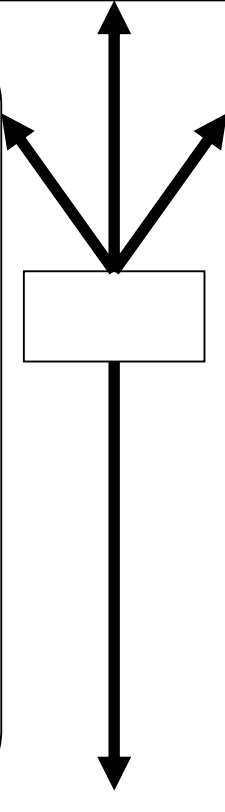


History: The beginning of \_\_\_\_\_

Why?

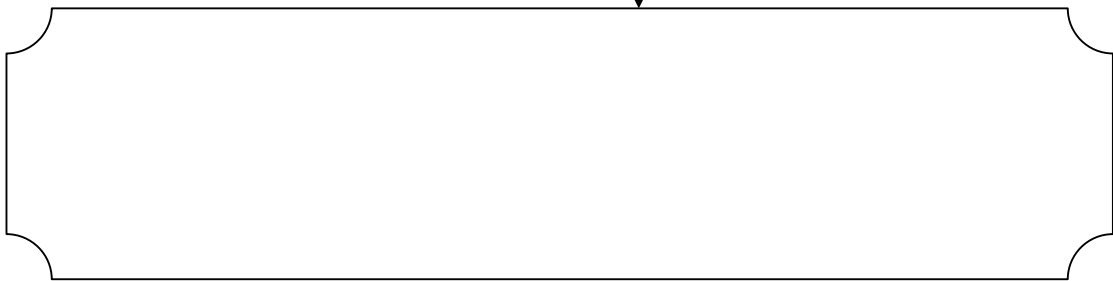
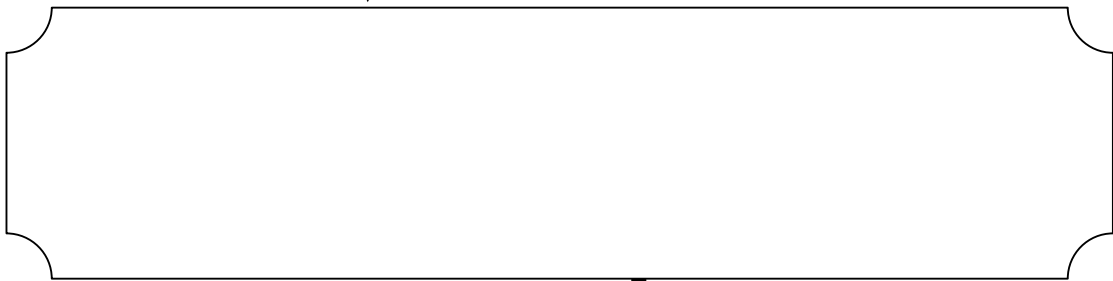
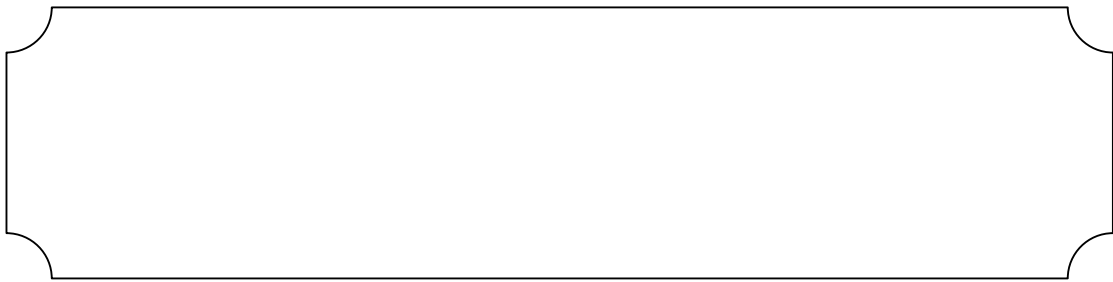
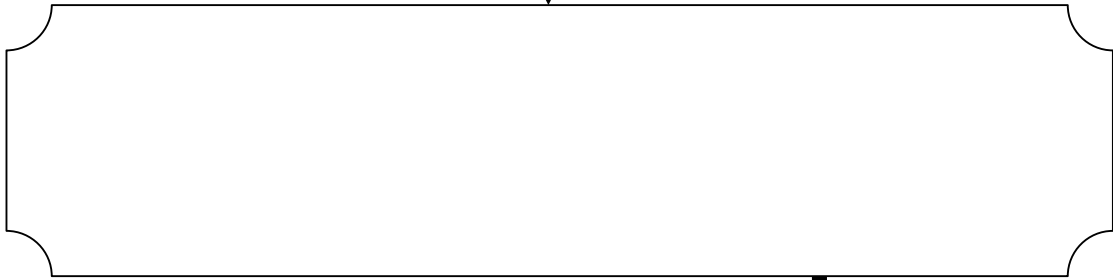
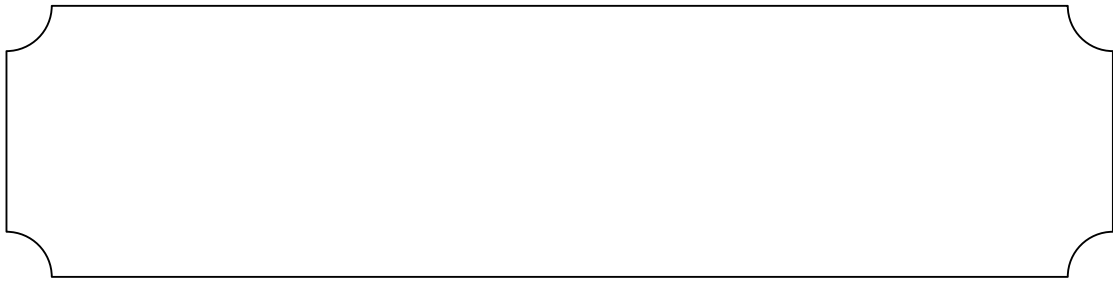
Where?

When?



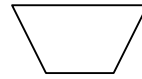
Who?

# A Famous Dancer: The Life of \_\_\_\_\_

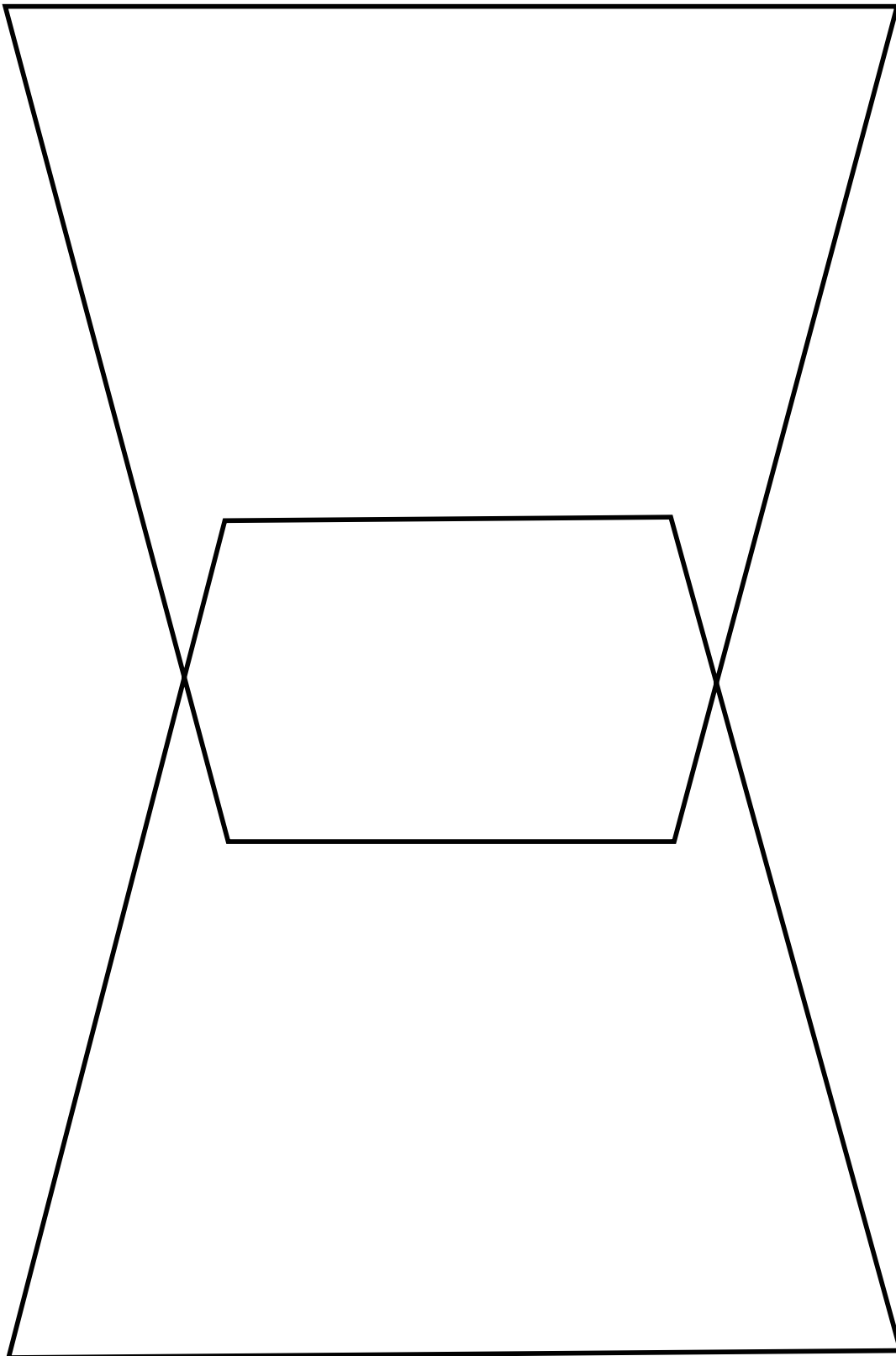
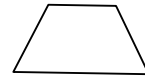


Comparing and Contrasting 2 Dance Styles

The similarities and differences between



and



## Describing a Dance Style

<b>Body Parts</b>	
<b>Formations</b>	
<b>Body Bases</b>	
<b>Locomotor movement</b>	
<b>Non-locomotor movement</b>	
<b>Focus</b>	
<b>Energy</b>	

A description of what \_\_\_\_\_ looks like

## Skills a dancer needs to perform \_\_\_\_\_

Write one skill in each of the octagons and the reasons you need that skill in the boxes below them. Write a brief summary in the large octagon.

The diagram consists of a central large octagon at the bottom. Above it are two columns of boxes. Each column has a large cross-shaped box (with four arms) and a smaller octagon above it. There are four such pairs of boxes, one pair in each column. The octagons are intended for writing skills, and the cross-shaped boxes are for writing reasons. A large octagon at the bottom is for a summary.

**A Summary of the dance genre \_\_\_\_\_**

**History**

**It is interesting because**

**A famous performer**

**How it is performed**

**The performers**

**Costumes**

**Music**

## 8. Presenting the results

- Group presentations of posters and other research
- Decorate the room with the results
- Performance/teaching day
  - Throughout the unit, much emphasis can be placed on the present/teach activity from the task sheet.
  - Performance days can be ways to recognize the talents (both in dance performance and teaching ability) of students who may choose to stay in the background in other circumstances! Once one or two students can be persuaded to perform, others often join in as well.
  - Family members could be invited into the school to perform with the students.
  - Invite Senior Management to join in
  - Video for reference later
  - There is a possibility that a student may try and demonstrate or teach work that is inaccurate. In this situation the teacher could become the 'assistant' and demonstrate the correct movements/body positions and encourage the class to copy.
- Include a lesson where the students are in groups and receive 10-15 minute 'snap shot' lessons from the student experts.

## 9. Variations

- The differentiated task sheet can be simplified for younger students.
- It could be made more specific to be used for a class NCEA genre study.

## Assessing the Learning

- Allocate columns 1 and 2 as ACHIEVED, column 3 as MERIT and column 4 as EXCELLENCE and give an overall grade (See Below)
- Allocate points for each column and give an overall mark (See Page 15)
- The presentation/teach section could be assessed separately if this were to become a focus for the unit. (See Page 15)

### Achieved/Merit/Excellence

1. Knowledge of dance steps
2. Clear instructions
3. Clear demonstration
4. Organization

### Assessment Example: Research a Dance genre

Achieved		Merit	Excellence
<b>The Costumes</b> What <b>costumes</b> are worn for your dance? Create a page of illustrations or pictures, and a brief written description.	<b>The Dancers</b> Who dances your dance style? Write a paragraph to explain this and why these people perform it.	<b>Performance Skills</b> What <b>skills</b> do you need to perform your dance style? Give a reason for each skill.	<b>Where it came from</b> Research the <b>history</b> or <b>origin</b> of your dance. When did it begin? Why did it begin? Who were the first performers?
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<b>A Poster</b> You are starting to teach your dance style in your local area. Create a <b>poster</b> to advertise it to the public.	<b>How to perform the dance</b> Explain your dance genre/style to someone who has never seen it before. Be as detailed as possible.	<b>A famous dancer</b> Research the life of a <b>famous dancer</b> of your dance style/genre. Present your research on a poster and include illustrations or pictures.	<b>Perform or Teach</b> Learn some steps from your dance style/genre and show or teach them to the class.



## Assessment Example: Research a Dance genre

2 points	3 points	4 points	5 points
<p><b>The Costumes</b></p> <p>What <b>costumes</b> are worn for your dance? Create a page of illustrations or pictures, and a brief written description.</p>	<p><b>The Dancers</b></p> <p><b>Who</b> dances your dance style? Write a paragraph to explain this and why these people perform it.</p>	<p><b>Performance Skills</b></p> <p>What <b>skills</b> do you need to perform your dance style? Give a reason for each skill.</p>	<p><b>Where it came from</b></p> <p>Research the <b>history</b> or <b>origin</b> of your dance. When did it begin? Why did it begin? Who were the first performers?</p>
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### Assessment example: Dance teaching/Presenting

Name:	Achieved	Merit	Excellence
1. Knowledge of dance steps			
2. Clear instructions			
3. Clear demonstration			
4. Organization			
<b>Comment:</b>			