



Lesson: Drawing Connections to Dance

Middle School

STANDARDS: New York: Strand # 3: Making Connections

- Students illuminate their own relationship to dance by exploring the dances of different cultures and periods, find shared elements among the arts and use video and interactive technology to support their dance learning.
- Students make inquiries into the variety of careers in dance and dance-related fields. They begin to develop personal goals in their own dancing. They visit local dance venues, and learn about the physical and social benefits of dancing.

Social Studies: Connecting to Dance

Motivation: Students will be able to create a “call and response” clapping duet by varying dynamics and phrasing. Think, pair, share about how slaves communicated. What barriers did they face? Have students guess how slaves communicated when masters wanted them to be silent.

Group Activity: The teacher will then show a “call and response” from *Joy2Learn* duets section. Compare the duet to a conversation. What made the presentation sound like a conversation? How were variations produced? What was the conversation about? Do different members of the class agree or disagree with this message? Why do you think people interpret the conversation differently?

Independent Activity: Using the e-presentation as a model, ask students to create a simple clapping conversation with the person sitting next to them. The conversation should be a call and response without using words. Emphasize that the clapping can be soft or loud, long phrases of claps or short depending on what message is trying to be communicated.

Additional Activity: Have students share their clapping conversations. Compare what the class perceived to the message the clappers were trying to send. Discuss gaps between intended messages and perceived messages. Are these necessarily bad? How is this phenomenon translated into choreography?