

Historical Dancing

Topic, or Concept, and Goal (if the lesson is part of a learning experience or a unit plan)

Students view and perform historical dances to learn about the past.

Grade	Class
Grades: 3-5, 6-8	Lesson number determined by the teacher. One dance per class period.

State Dance and/or Physical Education (dance) Standards

NE Fine Arts Standards:

FA 5.3.5 Students will identify cultural and interdisciplinary connections with dance
FA 5.3.5.a Use dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture). *Learn a dance from one's heritage and teach it to the class. Explain when and by whom the dance is performed, and the cultural significance.

NE PE standards:

Grade 5
PE.5.1 Physical Activity Skills and Movement Patterns
PE.5.1.1.e Combines locomotor skills in cultural and/or creative dance (e.g., self and group) with correct rhythm and pattern. (A)

National Dance Society *National Dance Education Standards Framework*

Strand 5 Historical, Cultural and Social Dance
Standard 5.1 Historical dance knowledge and performance
Performance Indicator 3-5: Recall and execute dances from different countries
Performance Indicator K-2: Identify and describe the dancers, the dance, and where, when, and why it was performed.

Learner Outcomes

Psychomotor: The student will learn and execute two historical dances from the past to the present, practice with music, and perform for the class.

Cognitive: The student with a partner or in a group will view or read a dance and translate the dances into movement and then summarize information about each of the selected dances.

Affective or social and emotional learning: The student will work with a partner or in a group using dance etiquette, movement confidence, cooperation, contribution and leadership in a partnership or group.

Rubrics	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
Psychomotor	The student will learn and execute precisely two historical dances from the past to the present, practice with music, and perform for the class.	The student will learn and execute accurately two historical dances from the past to the present, practice with music, and perform for the class.	The student will learn and execute adequately two historical dances from the past to the present, practice with music, and perform for the class.	The student will learn and execute passably two historical dances from the past to the present, practice with music, and perform for the class.
Cognitive	The student will view or read two dances and translate precisely the dances into movement with a partner or in a group and then summarize information about each of the selected dances.	The student will view or read two dances and translate accurately the dances into movement with a partner or in a group and then summarize information about each of the selected dances.	The student will view or read two dances and translate adequately the dances into movement with a partner or in a group and then summarize information about each of the selected dances.	The student will view or read two dances and translate passably the dances into movement with a partner or in a group and then summarize information about each of the selected dances.
Affective or Social and emotional learning	The student will work with a partner or in a group using totally integrated dance etiquette, movement confidence, responsibility, cooperation, contribution and leadership in a partnership or group.	The student will work with a partner or in a group using appropriate dance etiquette, movement confidence, responsibility, cooperation, contribution and leadership in a partnership or group.	The student will work with a partner or in a group using general dance etiquette, movement confidence, responsibility, cooperation, contribution and leadership in a partnership or group.	The student will work with a partner or in a group using sporadic dance etiquette, movement confidence, responsibility, cooperation, contribution and leadership in a partnership or group.

Materials, Resources, Space Requirements, Media, and Suggested Music

Resources and suggested music:

Videos of historical dances selected by the teacher, handouts for students, and music (from the video selected or do an internet search to find the music for the dance).

Space requirement: Dance studio

Modifications:

For some historical couple dances, after the honors (bow and curtsy), the male dancer extends his right hand to his partner, and she places her left hand on top of his hand in preparation of the dance. One option is to provide the couple with a square of cloth the size of a handkerchief. Each of the partners can hold on to an opposite corner of the handkerchief (such as in some court dances).

Vocabulary terms (with definitions—see NDS *National Dance Education Standards Framework*)

Historical dance

Dance Lesson Instruction

The **dance lesson instruction** sequence includes **Introduction** or **Warm-up** (time), **Exploratory Experiences** (time), **New Material** (time), **Recap of Learning** (summary) and **Cool down** (time), **Closure** (time), and **Assessment** (time). Timing of each dance lesson section may be determined by the teacher.

Each of the instructional topics **may** require **management, transition** between each lesson component (place and content), **teaching process** (the how), and **teaching points or cues** (technique or music).

Teacher’s pre-assessment of the students in class, continued observation and assessment.

Teacher preparation: From an internet search, select a video dance performance for the class to watch during the introduction. See handout for written dance examples or research a specific time period and dance. Determine if the selected historical dance requires props such as a hat or handkerchief instead of holding hands or other options.

Introduction

Management: Students sitting to view the historic dance video.

Teaching Process: Today we are going to explore how people danced in the past. Do you have some ideas about how people danced in the past (or select a specific century)? Let’s take a look at a {name of dance} dance from the past. Show the short dance video performance.

Exploratory experience

Teaching Process: After viewing the video of the {name of dance} dance. Who do you think were dancing? Where and when are they dancing? How would you describe the dancing? the steps? partners or groups? the music (fast or slow)? pathways?

How did the people start the dance? (Did the dancers bow or curtsy before they began to dance?)
How did the dance end? (Did the dancers bow or curtsy at the end of dance?)

New Material

Learning the dance

Teaching process: The teacher presents the honors (bow and curtsy) and then the dance sections to students, without music. Then students practice the honors and then the dance without and then with the music.

Management: If the lesson is teacher directed instruction, students stand in their personal space in the formation to learn the steps, formations, figures, or patterns of the dance.

If the lesson is student centered instruction, students in groups or couples learn the dance by reviewing the video or using a written handout for the dance to learn the steps, formations, figures, or patterns of the dance.

Teacher cues: The teacher observes and analyzes any problem areas in practice of the honors or dance without music. Then students practice the honors and dance with music while the teacher observes and analyzes any problem areas to review with the music.

Management: Students may review the video to self-check their performance with the video. Allow a couple of minutes for the students, as partners or a group, to discuss and resolve any problem areas.

Teaching process (part 2): Students perform the historical dance again with music to integrate either teacher or self-check information from the video.

Recap and Summary

Class discussion to review and summarize the questions posed at the beginning of the class. Some general answers are provided to keep the discussion of these questions moving forward.

*Who do you think were dancing (nobility, peasants, community members)?

*Where and when are they dancing (outdoor settings, indoors settings, specific site; daytime, nighttime)?

*How would you describe

the dance (couples or group formations, honors, figures, pathways)?

the steps (walking, running, hopping, skipping, intricate, simple)?

the music (fast or slow; inspiring, solemn, dignified, fun)?

*How did the people start the dance?

Did the dancers bow or curtsy (honors) before they began to dance (if a dance is at court, first honors were to the nobility and then to your partner)?

*How did the dance end? (Did the dancers bow or curtsy at the end of dance?)

Assessment

See rubric and review for informal assessment or use the rubric for formal formative assessment.

Modification (Gifted and talented students)

Students can research, select two dances, perform them to teacher approved music selections. After performing the dances, students summarize the questions posed at the beginning of the class for each dance. After summarizing each dance, then compare and contrast them using the questions posed at the beginning of the class.

Accommodations (of individuals with disabilities)

Students will perform the dance. Teacher or aid will assist as needed in all parts of the project.

Extensions (Interdisciplinary topics)

History, arts (music, costume), society

Lesson Reflection and Next Teaching Steps

After the lesson, reflect upon your presentation of each part of the lesson. Then review how you managed, paced, and transitioned from one part of the class to the next. Recall your teaching process for each part of the class, and determine changes you might make in the future and identify your best presentations. Evaluate the teaching points or cues (technical or musical) you used and determine which ones were effective and which cues should be revised for similar teaching in the future.

What research, lesson, modeling, or presentation (teaching processes, points or cue adjustments) do you have to do to teach this lesson better? Make a list to add the information you gathered from your personal teaching assessment for when you review and revise this lesson for the next time you teach it.

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